



Please write clearly, in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

Level 1/2 AWARD SPORT

THE SPORTS INDUSTRY

Specimen 2016

Morning

Time allowed: 1 Hour 30 Mins

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Advice

- The marks for each question are shown in brackets.
 - The maximum mark for this paper is 80.
-



Section A: Health, physical fitness and safetyAnswer **all** questions in this section.For questions with four responses only **one** answer per question is allowed.

For each answer completely fill in the circle alongside the appropriate answer.

CORRECT METHOD



WRONG METHODS

If you want to change your answer you must cross out your original answer as shown. If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown. **0 1**Which **one** of these is a physical benefit of taking part in regular sport?**A** Improve self-esteem**B** Improve strength**C** Meet new people**D** Relieve stress**[1 mark]****0 2**Which **one** of these is a social benefit of taking part in regular sport?**A** Improve confidence**B** Improve flexibility**C** Lose weight**D** Make new friends**[1 mark]**

Turn over ►

0 **3**

Which **one** of these is a recognised step in a risk assessment?

A Control measures

B Organisation

C Reliability

D Validity

[1 mark]

0 **4**

Identify **two** mental health benefits of regular participation in sport.

[2 marks]

1. _____

2. _____

0 **5**

State **two** lifestyle factors that can affect participation in sport.

[2 marks]

1. _____

2. _____

0 6

Evaluate the effectiveness of risk assessments in reducing injuries to participants in sport.

[4 marks]

0 7

Give **three** reasons why many disabled people do not participate in physical activity and sport.

[3 marks]

1.

2.

3.

Section B: Contemporary issues in sportAnswer **all** questions in this section.

0 8Which **one** of these performance enhancing drugs would a performer be most likely to take if they wanted to lose weight?**A** Anabolic agents**B** Diuretics**C** Narcotic analgesics**D** Peptide hormones**[1 mark]**

0 9Which **one** of these is an advantage of technology in sport?**A** It makes performances equal**B** It makes performances unequal**C** It improves performance levels**D** It reduces performance levels**[1 mark]****1 0**Which **one** of these is an economic benefit of sport to a local community?**A** Brings the community together**B** Creates employment**C** Improves fitness levels of individuals**D** Occupies young people**[1 mark]**

Turn over ▶

1 1

Identify **two** reasons why technology helps officials make decisions in sport.
[2 marks]

1. _____

2. _____

1 2

Athletes may take banned drugs to improve their performance.
Identify **two** other ways an athlete could cheat in sport.

[2 marks]

1. _____

2. _____

1 3

Give **three** ways television positively influences sport.

[3 marks]

1. _____

2. _____

3. _____

1	4
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Give **four** reasons why it is important to show sportsmanship when participating in sport.

[4 marks]

1.

2.

3.

4.

Section C: Local and national organisations in sportAnswer **all** questions in this section.

1 | 5

Which national organisation's main aim is to increase the number of people doing sport?

A Sport England**B** The Football Association (FA)**C** UK Sport**D** Youth Sport Trust**[1 mark]****1 | 6**

In which of the sector providers is there a committee and a treasurer?

A Private**B** Public**C** Schools**D** Voluntary**[1 mark]****1 | 7**Which **one** of these is a characteristic of private sector sport provision?**A** Exclusive**B** Free to use**C** Funded from taxation**D** Provided by members for members**[1 mark]**

Turn over ►

1 8

Name **two** current initiatives of The Youth Sport Trust.

[2 marks]

1. _____

2. _____

1 9

Name **two** Sport England initiatives aimed at increasing participation of women in sport.

[2 marks]

1. _____

2. _____

2 0

Explain how local authority provision encourages participation in sport?

[3 marks]

2	1
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Identify two characteristics **and** two aims of voluntary sector provision for sport.

[4 marks]

14

Section D: Careers in sport
Answer **all** questions in this section.

2	2
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Which **one** of these is a responsibility of an official?

A Applying the laws of a sport

B Coaching the performers

C Treating an injury

D Warming up the performers

[1 mark]

2	3
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Which **one** of these would a nutritionist have a career in?

A Health and safety

B Sport media

C Sport retail

D Sport science

[1 mark]

2	4
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For which **one** of these would having a first aid qualification be most appropriate?

A Media

B Officiating

C Performing

D Teaching

[1 mark]

2	5
---	---

Name **two** jobs in sport media.**[2 marks]**1. _____
_____2. _____

2	6
---	---

To carry out risk assessments is a legal requirement of any employer.

Identify **two** other health and safety responsibilities of an employer.**[2 marks]**1. _____
_____2. _____

2	7
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Identify **four** personal qualities of a good coach.**[4 marks]**1. _____
_____2. _____
_____3. _____
_____4. _____

2	8
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Give **three** attractions of pursuing a career performing in elite sport.

[3 marks]

1.

2.

3.

14



LEVEL 1/2 AWARD SPORT

THE SPORTS INDUSTRY

Mark scheme

Specimen materials

Version 0.2

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the learners' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of learners' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a learner's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the learner's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the learner has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the learner's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Learners do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A: Health, physical fitness and safety

Question number	Answer
01	B
02	D
03	A

**1 mark each (total = 3 marks)
(AO1; 3 marks)**

Qu	Marking guidance	Total marks
04	<p>Identify two mental health benefits of regular participation in physical activity and sport.</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Feel good / happy (1) • Enjoyment / fun (1) • Less depressed (1) • Relieves stress (1) <p>Accept any other suitable mental health benefit of regular participation in physical activity and sport.</p> <p style="text-align: right;">Maximum 2 marks</p>	2

Qu	Marking guidance	Total marks
05	<p>State two lifestyle factors that can affect participation in physical activity and sport.</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Stress (1) • Diet (1) • Sleep (1) • Recreational drugs / named recreational drugs / alcohol / smoking (1) <p>Do not accept drinking. Accept any other suitable lifestyle factor than can affect participation in physical activity and sport.</p> <p style="text-align: right;">Maximum 2 marks</p>	2
06	<p>Evaluate the effectiveness of risk assessments in reducing injuries to participants in physical activity and sport.</p> <p>Marks for this question: AO3 = 4</p> <p>Award one mark for each of the following points up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Assess probability / severity of potential hazards on the pitch / equivalent prior to an event and remove / take action to ensure they don't cause injuries (1) • Check that participants have appropriate clothing / footwear / jewellery / hair as not to cause an injury during the game / equivalent (1) • Check the weather before / during an activity to ensure that pitch / equivalent is appropriate for the participants to be playing on (1) • Control measures to be taken to reduce the chance of injury happening during the game / equivalent (1) • Cannot account for injuries occurring in play due to the nature of sport / physical activity / eg footballer breaking a leg after a bad tackle (1) • Cannot account for fan behaviour towards participants, which could cause injury / eg throwing a coin at a player and injuring them (1) <p>Accept any other discursive point around the effectiveness of risk assessments in reducing injuries to participants in physical activity and sport.</p> <p style="text-align: right;">Maximum 4 marks</p>	4

Qu	Marking guidance	Total marks
07	<p>Give three reasons why many disabled people do not participate in physical activity and sport.</p> <p>Marks for this question: AO1 = 3</p> <p>Award one mark for each of the following points up to a maximum of three marks.</p> <ul style="list-style-type: none"> • Discrimination/ Self-discrimination (1) • Safety / injury / dangerous (1) • Low expectations from society (1) • Low self-esteem (1) • Lack of specialised coaches / staff (1) • Lack of specialist / adapted facilities / equipment (1) • Lack of competition / clubs (1) • Lack of transport (1) • Lack of TV / media coverage / role models / lack of information / publicity (1) <p>Accept any other suitable reasons why many disabled people do not participate in physical activity and sport.</p> <p style="text-align: right;">Maximum 3 marks</p>	3

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Section B: Contemporary issues in sport

Question number	Answer
08	B
09	C
10	B

**1 mark each (total = 3 marks)
(AO1; 3 marks)**

Qu	Marking guidance	Total marks
11	<p>Identify two reasons why technology helps officials to make decisions</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Reliable / accurate decisions (1) • Removes the pressure of a difficult decision / when the official is unsure (1) • Has confirmed that umpires are correct most of the time (1) • Increased respect of officials (1) <p>Accept any other suitable reason why technology helps officials to make decisions.</p> <p style="text-align: right;">Maximum 2 marks</p>	2

12	<p>Athletes may take banned drugs to improve their performance.</p> <p>Identify two other ways an athlete may cheat in sport.</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none">• Match fixing / betting (1)• Manipulation of equipment (1)• Foul play (1)• Blood doping (1) <p>Accept any other suitable way an athlete may cheat in sport. Do not accept answers related to performance enhancing drugs.</p> <p style="text-align: right;">Maximum 2 marks</p>	2
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13	<p>Give three ways television positively influences physical activity and sport.</p> <p>Marks for this question: AO1 = 3</p> <p>Award one mark for each of the following points up to a maximum of three marks.</p> <ul style="list-style-type: none">• Increased participation in those sports covered / grass roots participation (1)• Increased number of spectators watch live events (1)• Increased finance / money for the sport (1)• Positive role models in the sport (1)• Used for making decisions (technology) (1) <p>Accept any other suitable way that television positively influences physical activity and sport.</p> <p style="text-align: right;">Maximum 3 marks</p>	3
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Qu	Marking guidance	Total marks
14	<p>Give four reasons why it is important to show sportsmanship when participating in physical activity and sport.</p> <p>Marks for this question: AO1 = 4</p> <p>Award one mark for each of the following points up to a maximum of four marks.</p> <ul style="list-style-type: none">• Ensure fair play / play by the rules / prevent foul-play (1)• Feel good about yourself (1)• Avoid / reduce the chance of injury (1)• Respect for your opponent (1)• Ensures that everyone can play the game / contract to compete (1)• Make it easier to officiate (1)• Make it more enjoyable to watch (1)• Role model to others / not seen as a cheat (1)• Avoid a ban / fine / not selected (1) <p>Accept any other suitable reason why it is important to show sportsmanship when participating in physical activity and sport.</p> <p style="text-align: right;">Maximum 4 marks</p>	4

Section C: Local and national organisations in sport

Question number	Answer
15	A
16	D
17	A

**1 mark each (total = 3 marks)
(AO1; 3 marks)**

Qu	Marking guidance	Total marks
18	<p>Name two current initiatives of the Youth Sport Trust.</p> <p>Marks for this question: AO1 = 2 Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • School Games (1) • Sky Sports Living for Sports (1) • Sainsbury's Active Kids For All Inclusive PE (1) • Sporting Promise – yoUR Activity (1) • Sporting Promise – TOP Sport (1) • Skills2Achieve (1) • Inclusive Futures (1) • School Sport Clubs (1) • TOP Sportsability (1) • Play Unified (1) • Sainsbury's Active Kids Paralympic Challenge (1) • PE2020 Active Healthy Minds (1) • My Personal Best (1) • Hub Schools (1) • Junior Athlete Education / JAE (1) • Skills2Play (1) • Start to Move (1) • Change4Life Sports Clubs (1) • YST Inclusion Schools (Project Ability) (1) • Young Ambassadors (1) • Youth Ambassador Peer Leaders (1) • Girls Active (1) • Quality Mark (1) • National School Sport Week (1) • Young Coach Workforce Academies (1) • Volunteering in school sport (1) • Lead 2 Employability (1) • Changing Lives (1) 	2

	Accept any other suitable current initiative of the Youth Sport Trust. Maximum 2 marks	
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Qu	Marking guidance	Total marks
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19	<p>Name two Sport England initiatives aimed at increasing participation of women in physical activity and sport.</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • This Girl Can (1) • I Will If You Will (1) • Go Where Women Are (1) <p>Accept any other suitable Sport England initiative that is aimed at increasing participation of women in physical activity and sport.</p> <p style="text-align: right;">Maximum 2 marks</p>	2
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20	<p>Explain how local authority provision encourages participation in physical activity and sport.</p> <p>Marks for this question: AO3 = 3</p> <p>Award one mark for each of the following points up to a maximum of three marks.</p> <ul style="list-style-type: none"> • Provide facilities for people to participate (1) • Provide transport so more people are able to get to facilities (1) • Encourages private enterprise (1) • Provide a wide variety of activities to choose from making it more appealing to a wider variety of people / people with different interests (1) • Subsidise / making it affordable so it is available for working class / low socio-economic background (1) • Give taster courses / specific coaching which allow for people to become interested in a sport / physical activity (1) • Encouraging those with disabilities, eg through access to facilities, so more likely to take part (1) • Effective advertising / promotion of their activities which leads to greater exposure of physical activity / sport and so more try it (1) <p>Accept any other explanation of how local authority provision encourages participation in physical activity and sport. Do not accept factors alone without an explanation of how they encourage participation.</p> <p style="text-align: right;">Maximum 3 marks</p>	3
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Qu	Marking guidance	Total marks
21	<p>Identify two characteristics and two aims of voluntary sector provision for physical activity and sport.</p> <p>Marks for this question: AO1 = 4</p> <p>Award one mark for each of the following points up to a maximum of four marks.</p> <p>Characteristics (sub-max 3 marks)</p> <ul style="list-style-type: none"> • Run by members / committee / AGM / un-paid volunteers/ parents / community (1) • Possibly on trust / charity basis / limited company (1) • Financed by members' fees / fundraising / sponsorship / donations / grants / lottery (1) • Profit not an overriding concern / money placed back into club (1) <p>Aims (sub-max 3 marks)</p> <ul style="list-style-type: none"> • Increase participation / provide for grass roots (1) • Talent identification (1) • Meet people with similar interests (1) <p>Accept any other characteristic or aim of the voluntary sector provision for physical activity and sport.</p> <p style="text-align: right;">Maximum 4 marks</p>	4

Section D: Careers in sport

Question number	Answer
22	A
23	D
24	D

**1 mark each (total = 3 marks)
(AO1; 3 marks)**

Qu	Marking guidance	Total marks
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25	<p>Name two jobs in sport media.</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Journalist (1) • Sports editor (1) • Digital editor / producer (1) • Photographer (1) • Multimedia reporter (1) • Director / coordinator of social media (1) • Writer (1) • Graphic designer (1) • Film / video producer (1) • Broadcaster (1) • Commentator (1) • Analyst (1) • Researcher / programmer (1) • Director of media relations <p>Accept any other suitable named job in sport media.</p> <p style="text-align: right;">Maximum 2 marks</p>	2
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Qu	Marking guidance	Total marks
26	<p>To carry out risk assessments is a legal requirement of any employer.</p> <p>Identify two other health and safety responsibilities of an employer.</p> <p>Marks for this question: AO1 = 2</p> <p>Award one mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Provide first aid (1) • Provide adequate / appropriate training (1) • Provide health and safety equipment / clothing (1) • Comply with health and safety laws (1) • Act upon any health and safety concerns raised (1) <p>Accept any other suitable health and safety responsibility of an employer. Do not accept answers related to risk assessments.</p> <p style="text-align: right;">Maximum 2 marks</p>	2
27	<p>Identify four personal qualities of a good coach.</p> <p>Marks for this question: AO1 = 4</p> <p>Award one mark for each of the following points up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Communication – verbal and written (1) • Literacy and numeracy (1) • Teamwork (1) • Initiative/innovative/creative (1) • Self-motivation/drive/enthusiasm (1) • Planning and organisation (1) • Flexibility (1) • Time management (1) • Know your strengths and weaknesses (1) • Good subject knowledge (1) • Sense of humour (1) • Treat everyone as individuals (1) • Lead by example/be a role model (1) <p>Accept any other suitable personal quality of a good coach.</p> <p style="text-align: right;">Maximum 4 marks</p>	4

Qu	Marking guidance	Total marks
28	<p>Give three attractions of pursuing a career performing in elite sport.</p> <p>Marks for this question: AO1 = 3</p> <p>Award one mark for each of the following points up to a maximum of three marks.</p> <ul style="list-style-type: none">• showcase for talent/ can excel at (1)• competing with the best (1)• money earning potential/ wealth and other perks (1)• being paid for doing something enjoyable/ would do anyway as an amateur (1)• fame/ well known/ status (1)• may lead to related career in the future (1) <p>Accept any other suitable attraction of pursuing a career performing in elite sport.</p> <p style="text-align: right;">Maximum 3 marks</p>	3

Section E: Case Study

Qu	Marking guidance	Total marks															
29	<p>In your role as an official or organiser, identify two potential health and safety hazards that could occur during the competition; and explain how you would prepare yourself to deal with any incidents.</p> <p>Marks for this question: AO1 = 2. AO3 = 4</p> <table border="1" data-bbox="276 607 1283 2029"> <thead> <tr> <th data-bbox="276 607 379 645">Level</th> <th data-bbox="379 607 496 645">Marks</th> <th data-bbox="496 607 1283 645">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="276 645 379 1122">3</td> <td data-bbox="379 645 496 1122">5-6</td> <td data-bbox="496 645 1283 1122"> <p>Identification of potential health and safety hazards is relevant and accurate.</p> <p>Explanations of the preparations show a thorough awareness of seriousness, the need for urgency and positivity. Insight from experience is evident with first hand illustrations of what can be anticipated, and the range of measures that can be drawn upon according to need.</p> <p>Cross-course relevant content has been selected and linked appropriately.</p> <p>The answer is generally clear, coherent and focused. Appropriate use of specialist terminology throughout.</p> </td> </tr> <tr> <td data-bbox="276 1122 379 1599">2</td> <td data-bbox="379 1122 496 1599">3-4</td> <td data-bbox="496 1122 1283 1599"> <p>Identification of potential health and safety hazards is evident.</p> <p>Explanations of the preparations show a sound awareness of seriousness and significance of hazards and incidents. Some reference is made to experience while other points are general in nature. A range of measures lacking in detail are suggested.</p> <p>Some cross-course content is included but links are not fully explored/explained.</p> <p>The answer lacks coherence in places. Specialist terminology is used appropriately on occasions.</p> </td> </tr> <tr> <td data-bbox="276 1599 379 1944">1</td> <td data-bbox="379 1599 496 1944">1-2</td> <td data-bbox="496 1599 1283 1944"> <p>Identification of potential health and safety hazards is limited.</p> <p>Explanations of the preparations are brief with only limited reasoning; or presented as a list of actions only.</p> <p>Selective use of cross-content.</p> <p>The answer as a whole lacks clarity and has inaccuracies. Specialist terminology is either absent or inappropriately used.</p> </td> </tr> <tr> <td data-bbox="276 1944 379 2029"></td> <td data-bbox="379 1944 496 2029">0</td> <td data-bbox="496 1944 1283 2029"> <p>Insufficient evidence is provided for a mark to be awarded.</p> </td> </tr> </tbody> </table>	Level	Marks	Descriptor	3	5-6	<p>Identification of potential health and safety hazards is relevant and accurate.</p> <p>Explanations of the preparations show a thorough awareness of seriousness, the need for urgency and positivity. Insight from experience is evident with first hand illustrations of what can be anticipated, and the range of measures that can be drawn upon according to need.</p> <p>Cross-course relevant content has been selected and linked appropriately.</p> <p>The answer is generally clear, coherent and focused. Appropriate use of specialist terminology throughout.</p>	2	3-4	<p>Identification of potential health and safety hazards is evident.</p> <p>Explanations of the preparations show a sound awareness of seriousness and significance of hazards and incidents. Some reference is made to experience while other points are general in nature. A range of measures lacking in detail are suggested.</p> <p>Some cross-course content is included but links are not fully explored/explained.</p> <p>The answer lacks coherence in places. Specialist terminology is used appropriately on occasions.</p>	1	1-2	<p>Identification of potential health and safety hazards is limited.</p> <p>Explanations of the preparations are brief with only limited reasoning; or presented as a list of actions only.</p> <p>Selective use of cross-content.</p> <p>The answer as a whole lacks clarity and has inaccuracies. Specialist terminology is either absent or inappropriately used.</p>		0	<p>Insufficient evidence is provided for a mark to be awarded.</p>	6
Level	Marks	Descriptor															
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	0	<p>Insufficient evidence is provided for a mark to be awarded.</p>															

	<p>Possible content may include:</p> <p>AO1 – Identification of H&S hazards eg</p> <p>On the part of participants:</p> <ul style="list-style-type: none"> • poor physical fitness; • low levels of technique/ skill; • inadequate pre-event mental & physical preparation/conditioning; • poor decision making; • loss of discipline; • disregard for the rules/ cheating; • disrespect for other participants; • unacceptable standards of attitude/ behaviour /sportsmanship. <p>On the part of the facility/ the playing environment:</p> <ul style="list-style-type: none"> • old, decaying/ decrepit building(s); • insufficient space; • poor lighting; poor temperature control • inclement weather conditions; • dangerous surfaces; • faulty or sub-standard equipment; • inappropriate clothing and footwear/ accessories eg jewellery; • ineffective publicity & communication re venues, timings, order. <p>AO3 – Explanation of personal preparations to deal with incidents eg</p> <p>Health and Safety hazards can be predicted and minimised through preparation by ...</p> <ul style="list-style-type: none"> • maintaining & improving levels of fitness. • maintaining & improving levels of skill. • maintaining appropriate diet. • warming up and cooling down. • not using drugs to disguise injury • providing a rule structure. • providing a code of conduct – behave / follow rules. • providing referees and other officials. • enforcing a range of sanctions. • having guidelines on playing conditions. • having building regulations on environments. • having quality control over equipment / clothing. • moulding positive personal characteristics eg. (appropriate attitude / concentration / motivation / confidence) <p>Credit other suitable responses relevant to the question.</p>	
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Maximum 6 marks

Qu	Marking guidance	Total marks
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30	<p>At the first meeting with your players you will need to outline the training methods you intend to use to get their physical fitness ready for competition.</p> <p>Using your experience of playing and coaching, what methods of training would you use? Justify your decision(s).</p> <p>Marks for this question: AO1 = 3. AO3 = 6</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">7-9</td> <td> <p>Identification of training methods is relevant and accurate.</p> <p>Application to the circumstances selected is mostly appropriate, clear and effective. Justification is thorough, reaching valid and well-reasoned conclusions for the majority of the circumstances selected.</p> <p>Cross-course relevant content has been selected and linked appropriately.</p> <p>The answer is generally clear, coherent and focused. Appropriate use of specialist terminology throughout.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4-6</td> <td> <p>Identification of training methods is evident.</p> <p>There is some appropriate and effective application to the circumstances selected, although not always presented with clarity. Any justification is mostly clear but reaches valid and well-reasoned conclusions for some selected circumstances more than others.</p> <p>Some cross-course content is included but links are not fully explored/explained.</p> <p>The answer lacks coherence in places. Specialist terminology is used appropriately on occasions.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1-3</td> <td> <p>Identification of training methods is limited.</p> <p>Application to selected circumstances is either absent or inappropriate. Justification is poorly focused or absent with few or no reasoned conclusions.</p> <p>Selective use of cross-content.</p> <p>The answer as a whole lacks clarity and has inaccuracies. Specialist terminology is either absent or inappropriately used.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td> <p>Insufficient evidence is provided for a mark to be awarded.</p> </td> </tr> </tbody> </table>	Level	Marks	Descriptor	3	7-9	<p>Identification of training methods is relevant and accurate.</p> <p>Application to the circumstances selected is mostly appropriate, clear and effective. Justification is thorough, reaching valid and well-reasoned conclusions for the majority of the circumstances selected.</p> <p>Cross-course relevant content has been selected and linked appropriately.</p> <p>The answer is generally clear, coherent and focused. Appropriate use of specialist terminology throughout.</p>	2	4-6	<p>Identification of training methods is evident.</p> <p>There is some appropriate and effective application to the circumstances selected, although not always presented with clarity. Any justification is mostly clear but reaches valid and well-reasoned conclusions for some selected circumstances more than others.</p> <p>Some cross-course content is included but links are not fully explored/explained.</p> <p>The answer lacks coherence in places. Specialist terminology is used appropriately on occasions.</p>	1	1-3	<p>Identification of training methods is limited.</p> <p>Application to selected circumstances is either absent or inappropriate. Justification is poorly focused or absent with few or no reasoned conclusions.</p> <p>Selective use of cross-content.</p> <p>The answer as a whole lacks clarity and has inaccuracies. Specialist terminology is either absent or inappropriately used.</p>		0	<p>Insufficient evidence is provided for a mark to be awarded.</p>	9
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	<p>Possible content may include:</p> <p>AO1 – Knowledge of training methods used to prepare physical fitness for competition eg</p> <ul style="list-style-type: none"> • circuit training; • weight training; • continuous training; • interval training; • Fartlek training; • Pilates • plyometrics <p>AO3 – Justification how certain training methods are most appropriate to the different requirements of the selected sport eg</p> <ul style="list-style-type: none"> • circuit training: a series of exercise stations for all-round fitness/conditioning but good for muscular endurance across most parts of the body; • weight training: a series of resistance exercises using machines or free weights to improve (muscle tone and /or bulk) muscular endurance or muscular strength across most parts of the body; • continuous training: moderate intensity exercise designed to keep the heart rate up and extend breathing over an extended period of time using activities such as running, dancing, cycling and swimming to improve cardio-vascular endurance; • interval training: periods of intense work followed by/mixed with less intense periods of work or rest, durations dependant on activity demand, for muscular endurance • Fartlek training: a form of interval training at extended moderate intensity with some variation in pace such as a mixture of brisk walking, jogging and steady pace running for muscular endurance and cardio-vascular endurance • Pilates: combinations of stretching and gentle movements to mobilise joints and stretch muscles to keep the body supple; • Plyometrics: series of bounding or explosive movements for power and muscular endurance particularly for the legs; <p>Credit other suitable responses relevant to the question.</p> <p style="text-align: right;">Maximum 9 marks</p>	
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31	<p>Very soon you discover that there are some individuals who are disengaged and do not participate fully in your coaching sessions and are becoming increasingly lazy.</p> <p>State possible reasons for this disengagement. From your knowledge of coaching and your experience of playing suggest how you would re-motivate these individuals to pursue their sport and regain an active lifestyle.</p> <p>Marks for this question: AO1 = 3. AO3 = 6</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">7-9</td> <td> <p>Stating of reasons for disengagement is relevant and accurate.</p> <p>A thorough understanding of the inter-relationships of participants. A range of suggestions to re-motivate disengaged individuals are relevant, realistic and achievable based on different approaches which are appropriate, clear and detailed. Recognises wider implications for lifestyle. References to experience provided illustrative support to the answer.</p> <p>Cross-course relevant content has been selected and linked appropriately.</p> <p>The answer is generally clear, coherent and focused. Appropriate use of specialist terminology throughout.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4-6</td> <td> <p>Stating of reasons for disengagement is evident.</p> <p>A sound understanding of some of the inter-relationships of participants. Suggestions to re-motivate disengaged individuals are realistic and practical based on different approaches which are appropriate, but not always fully detailed. General risk of laziness is noted. There is some reference to experience.</p> <p>Some cross-course content is included but links are not fully explored/explained.</p> <p>The answer lacks coherence in places. Specialist terminology is used appropriately on occasions.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1-3</td> <td> <p>Stating of reasons for disengagement is limited.</p> <p>A basic understanding which may be restricted to only the most obvious inter-actions between participants. Suggestions to re-motivate disengaged individuals to sport are basic with little reasoning or restricted to a list only.</p> <p>Selective use of cross-content.</p> <p>The answer as a whole lacks clarity and has inaccuracies. Specialist terminology is either absent or inappropriately used.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>Insufficient evidence is provided for a mark to be awarded.</td> </tr> </tbody> </table>	Level	Marks	Descriptor	3	7-9	<p>Stating of reasons for disengagement is relevant and accurate.</p> <p>A thorough understanding of the inter-relationships of participants. A range of suggestions to re-motivate disengaged individuals are relevant, realistic and achievable based on different approaches which are appropriate, clear and detailed. Recognises wider implications for lifestyle. References to experience provided illustrative support to the answer.</p> <p>Cross-course relevant content has been selected and linked appropriately.</p> <p>The answer is generally clear, coherent and focused. Appropriate use of specialist terminology throughout.</p>	2	4-6	<p>Stating of reasons for disengagement is evident.</p> <p>A sound understanding of some of the inter-relationships of participants. Suggestions to re-motivate disengaged individuals are realistic and practical based on different approaches which are appropriate, but not always fully detailed. General risk of laziness is noted. There is some reference to experience.</p> <p>Some cross-course content is included but links are not fully explored/explained.</p> <p>The answer lacks coherence in places. Specialist terminology is used appropriately on occasions.</p>	1	1-3	<p>Stating of reasons for disengagement is limited.</p> <p>A basic understanding which may be restricted to only the most obvious inter-actions between participants. Suggestions to re-motivate disengaged individuals to sport are basic with little reasoning or restricted to a list only.</p> <p>Selective use of cross-content.</p> <p>The answer as a whole lacks clarity and has inaccuracies. Specialist terminology is either absent or inappropriately used.</p>		0	Insufficient evidence is provided for a mark to be awarded.	9
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	<p>Possible content may include:</p> <p>AO1 – Knowledge of reasons for disengagement eg</p> <ul style="list-style-type: none"> • bored; • loss of interest/ loss of commitment/ can't be bothered; • would rather be elsewhere; • would rather be doing something else; • not being challenged/ tasks too easy; • tasks too difficult/ beyond their capability; • feeling embarrassed/ loss of confidence; • too wet/ too cold/ conditions don't suit; • personality clashes with the coach/ within a group if applicable. <p>AO3 – Suggestions to re-motivate individuals to the sport and an active lifestyle eg</p> <ul style="list-style-type: none"> • provide praise and criticism in fair measure; • provide incentives; • share time and attention among all participants; • provide variations in training content and context; • present a variety of tasks as routes to one outcome; • ensure passages in session(s) are well paced; • vary the means of communication to meet the range of receiver's needs and preferences; • inter-change style of delivery; • give opportunity for participant input/ facilitate responsibility; • foster personable inter-relations/ caring and supportive; • avoid confrontation; • be honest, firm and fair; • present self as a role model that protégés will want to emulate; • present an assured/ authoritative knowledgeable leadership style. <p>Credit other suitable responses relevant to the question.</p> <p style="text-align: right;">Maximum 9 marks</p>	
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