



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2018**

**Sports Science and the
Active Leisure Industry**

Unit AS 2

The Active Leisure Industry:
Health, Fitness and Lifestyle

[SAL21]

FRIDAY 18 MAY, MORNING

**MARK
SCHEME**

Foreword

Introduction

Mark Schemes are published to assist teachers and students in the preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- to 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

- 1 (a) Answers may address some of the following points:
- Increased availability of leisure time, increased disposable income.
 - Access to outdoor and adventure sports – more variety, extreme sports, elements of risk, high adrenaline rush to cater for all needs.
 - Private gyms – increased popularity, availability of gyms, opening hours to suit all, some 24 hours to meet the needs of the customers.
 - Media coverage – positive effect on the population, promotion of sport, increased interest in sport and physical activities.
 - Fashion – availability of a wide range of sports clothing/footwear and equipment, easy access for all to cater for all sports/physical activity.
 - Technological development – cheaper equipment, adaptability of equipment to suit all, better quality, safety enhancements made to equipment.

Award [1] for key phrase and up to [2] for the description.

All other valid points will be given credit.

(AO2)

[2]

- (b) Answers may address some of the following points:

(i) **Public Sector:**

- The government funds the money spent on sport. This money is generated by taxing the general public. Ensuring that taxpayers get value for money.
- Services provided by national/local government, provided and managed for the good of the community. Increasing health and fitness of individuals and communities as a whole.
- Provides for social needs, equal opportunities and social inclusion. Improves social interaction.
- Increases social control and reduces crime.
- Regeneration of areas for the good of the community.

(ii) **Private Sector:**

- Business orientated, profitmaking organisations, where sport is run and organised to optimise profit. Investments are made by private individuals to provide sports facilities.
- Commercial companies providing opportunities, facilities and services to make financial profit.
- Provides employment and national economic activity.
- Customers pay membership for best quality/exclusive services for members.
- Private sector view participants as “customers”, provide high service and a returned profit.

Award [1] for a brief explanation and up to [2] for a full explanation.

All other valid points will be given credit.

(2 × [2])

(AO2)

[4]

- (c) Answers may address some of the following points:

(i) **Women in Sport:**

- Investment/funding needed to improve women’s level of participation.
- Help/guidance needed to support sport and recreation providers with policies and strategy development.
- Equal opportunities for females in management and coaching

- positions in sport.
- Improved links between schools and clubs to encourage girls to continue being involved in sport.
- More facilities for women, more female coaches trained to deliver sessions, positive role models used to encourage participation at all levels.
- Increased media coverage, celebrating women's success in sport and role models.
- Influence national government, local government and sports council strategies and policies to ensure that they seek to provide equality of opportunity for women.
- Women only events and activity sessions.

(ii) Socio-economic groups:

- Work to help those that excel in their sport and physical activity.
- Work with community health services to support people in poor health.
- Provide education, training and support for community sport.
- Set up local sports clubs where everyone has access, which are funded or subsidised effectively. Free/reduced entry to public leisure facilities.
- Government to focus on the provision of equality of opportunity for those people from socially disadvantaged backgrounds.

(iii) People with disabilities:

- Raising awareness for those with disabilities regarding opportunities already available and clubs catering for their needs.
- Adapting even more sports to increase participation rates.
- Making access to and within facilities more manageable.
- Increase specialist training programmes for staff who will be involved.
- Designing new and innovative sports/physical activities to suit the needs of the individuals.
- Encourage and empower disabled people to take a full and active role within all aspects of sport and physical activity.
- Raise the profile of disabled sport and physical activity by encouraging the media to report and highlight the success in sport achieved by people with disabilities.

Award [1] for a brief description and up to [2] for a full description.

All other valid points will be given credit.

(3 × [2])

(AO2)

[6]

(d) The quality of written communication is assessed in this question.

Answers may address some of the following points:

- Fundamental aspects of the work of the government to promote health and wellbeing of individuals and communities.
- Government will support a better life for its citizens and help to build strong and resilient communities.
- Physical inactivity is a major public health concern, with implications for health, society and the economy. Therefore, the importance of promoting an increase in physical activity amongst the general population is a priority.
- The current Northern Ireland strategy for preventing overweight and obesity is "A Fitter Future for All".

- Government views sport as an important part of society, also helps to gain political votes.
- Participation in sport and physical activity can have a significant impact on increased productivity and a reduction in absenteeism.
- The strain on the NHS (National Health Service) is well known and the cost to the wider economy is enormous given the associated health risks linked to inactivity – heart disease, obesity, diabetes.
- The Government addresses equal opportunities and social inclusion through the medium of sport.
- Sport and physical activity are of growing strategic significance, being recognised as having the potential to contribute to many health, social and economic objectives.
- Aspects of social control and a reduction in anti-social behaviour.

All other valid points will be given credit.

Level 1 ([1]–[3])

Overall impression: Basic

- Basic knowledge and understanding of the importance of the Government being actively involved in the promotion of sport and physical activity for the general population. The candidate will include basic examples.
- Demonstrates a basic ability to discuss the importance of the Government being actively involved in the promotion of sport and physical activity for the general population. Candidates will give basic examples.
- Quality of written communication is basic. The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression: Good

- Good knowledge and understanding of the importance of the Government being actively involved in the promotion of sport and physical activity for the general population. The candidate will provide relevant examples.
- Demonstrates a good ability to discuss the importance of the Government being actively involved in the promotion of sport and physical activity for the general population. The candidate will provide some examples.
- Quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is adequate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([7]–[8])

Overall impression: Excellent

- Excellent knowledge and understanding of the importance of the Government being actively involved in the promotion of sport and physical activity for the general population. The candidate will provide fully developed examples and show excellent understanding.
- Demonstrates an excellent ability to discuss the importance of the Government being actively involved in the promotion of sport and physical activity for the general population. The candidate will provide thorough explanations and will use a variety of relevant examples.
- Quality of written communication is excellent. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a degree of clarity and coherence. There is extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure the meaning is clear.

[0] is awarded for a response not worthy of credit.
(AO1, AO3)

[8]

20

AVAILABLE
MARKS

2 (a) Answers may address some of the following points:

Balanced diet:

- A balanced diet is essential for optimal performance. This is made up of a variety of different nutrients to keep the body fit and healthy.
- It is essential that a balanced diet is made up of carbohydrates, fats, proteins, vitamins, minerals, fibre and water.
- Eating the correct quantities and combinations of food will keep the body's systems functioning effectively and efficiently.
- A balanced diet will ensure that the correct amount of calorie intake provides the body with enough energy to complete tasks.

Exercise:

- Exercising can reduce obesity by burning off excess fat during and after activity when metabolic rate remains elevated, therefore helping create a negative energy balance.
- To sustain strength and endurance levels and improve flexibility of tendons and ligaments, allowing a fuller range of movement.
- Exercising can prevent premature death from causes of hypokinetic diseases, e.g. cardiovascular disease, type 2 diabetes, obesity and osteoporosis.

Reduce alcohol intake:

- Following the government guidelines, people should not regularly drink more than 3–4 units of alcohol a day for men and 2–3 units for women. To improve health and wellbeing, both males and females should have at least two alcohol free days per week.
- Being aware that the alcoholic drinks have many calories. It is important to be aware of the calorie content of what is being consumed.
- A reduction of alcohol intake can prevent weight gain, obesity, coronary heart disease, liver disease.

Reduce/stop nicotine use:

- The dangers of smoking are widely publicised. People are fully aware of the short and long term effects of smoking and passive smoking.
- Stopping smoking is the single most important step to take to protect health. A cessation programme could be used to reduce nicotine consumption. Quitting will improve an individual's health and can reduce the risks of coronary heart disease, stroke and various cancers.

Award [1] for identification of key phrase and up to [2] for full description.
All other valid points will be given credit.

(3 × [3])

(AO1, AO2)

[9]

(b) Answers may address some of the following points:

- (i)
- Exercise helps older adults to maintain or lose weight.
 - As metabolism naturally slows with age, maintaining a healthy weight is a challenge.
 - Exercise helps increase metabolism and builds muscle mass, helping to burn more calories.
 - Improved cardiovascular function is achieved through involvement in physical activity.
 - Exercise reduces the impact of illness and chronic disease. It will improve immune function, increase bone density, and lead to better heart health and healthier blood pressure.
 - Older adults who exercise have a lowered risk of several chronic

conditions including Alzheimer's, diabetes, obesity, heart disease, osteoporosis and some cancers.

- Exercise improves strength, flexibility and posture, which in turn will help with balance, co-ordination and reducing the risk of falls. Strength training also helps alleviate the symptoms of chronic conditions, for example arthritis.
- (ii) • Specificity – perform large movements/use more than one joint, initially use low resistance to allow the older person to adapt.
- Equipment should be chosen to avoid excess stress on bones and joints.
- Progression – gradual increase of resistance/repetitions/sets/time.

Overload – Cardiovascular fitness

Frequency – 3–5 times per week

Intensity = 50%–70% max heart rate

Time = 20–30 minutes

Type = Walking/swimming/cycling

Depending on health status of the individual.

Muscular endurance

Frequency – 2–3 times per week

Intensity – 12–24 reps

Time – 8–10 exercises, at least one set of each for 20–30 mins.

Type – Machines and free weights depending on the individual's ability and mobility.

Award [1] for each factor identified and up to [4] for full explanation.

(2 × [5])

(AO1, AO2)

[10]

19

3 (a) Answers may address some of the following points:

(i) **Cycle to work scheme:**

- The cycle to work scheme is a tax incentive scheme which aims to encourage employees to cycle to and from work.
- The benefits of cycling have a major impact on the health of the employees, physically, mentally and socially.
- Weight loss, reduced stress levels and the overall good health of employees have been shown to be the result of the cycle to work scheme.
- Employees could have an impact on an increase in productivity and a reduction in absenteeism in the workplace.
- The Cycle to work scheme makes a big contribution to health and wellbeing of staff and makes physical activity an 'integral part' of employee's lifestyle.

(ii) **Change4Life:**

- Change4life is a government backed campaign. The government has looked for support from grass roots organisations to leading supermarkets and charities to create a lifestyle revolution on a huge scale.
- Change4life aims to create a movement in which everyone in society plays their part, helping to create fundamental changes to those behaviours that can help people lead healthier lives.
- Change4life has become one of the most instantly recognisable brands in health improvement. The government has invested money since 2009 to make this initiative work to improve the health of the nation.
- The campaign is helping families understand the harm that fat can cause to their children's health. It warns that a poor diet and inactive lifestyle has a catastrophic impact on children's lives. Change4life aims to help people make small, sustainable changes yet significant improvements to their diet and activity levels. It uses the slogan 'eat well, move more, live longer'.
- Change4life is supportive, informative and reassuring. The aim is to get families fully engaged in the campaign. Advice on sugar swaps, to reduce the amount young people take on a daily basis, is provided. Educating young people about a balanced diet and exercise to manage weight and to reduce the risk of ill health is all part of this government initiative.

Award [1] for key phrase and up to [2] for the explanation.

All other valid points will be given credit.

(2 × [3])

(AO1, AO2)

[6]

(b) Answers may address some of the following points:

(i) **Diabetes:**

- Is a disease that is characterised by the inability of the body to make sufficient insulin or, alternatively, the resistance of the body to insulin, which makes it less sensitive to insulin.
- Two types of diabetes – Type 1, insulin dependent, so it is necessary for the client to inject insulin into the body to control blood sugar levels. Type 2 diabetes is non-insulin dependent. This results in elevated levels of glucose in the bloodstream. Diet and exercise can often control type 2 diabetes.
- All types of diabetes are treatable – dietary and other lifestyle adjustments are part of the management of the disease.

(ii) Osteoporosis:

- Is a condition that weakens the bones, making them fragile/brittle.
- Bones lose mass and become porous/thinner. The effect of this is that they are susceptible to fractures.
- Causes of osteoporosis – family history, gender, post-menopause in women, low body weight, lack of activity, smoking, excess alcohol intake and poor diet.
- Osteoporosis is largely preventable for most people and requires a healthy diet with the recommended daily amount of calcium and vitamin D, together with appropriate exercise.
- Prevention is vitally important as there are treatments for osteoporosis but no cure. Incorporating weight-bearing exercise, for example walking, jogging and aerobics, is effective in building bone density.

(iii) Hypertension:

- Hypertension (high blood pressure) – referred to and linked to Coronary Heart Disease.
- If blood pressure is too high, it puts extra strain on the blood vessels, heart and other organs.
- High blood pressure usually has no symptoms, but it can cause serious problems. Complications can arise – increased risk of heart attack, angina, kidney failure.
- Medical assessment/clearance is necessary if blood pressure readings are abnormal.

Award [1] for key phrase and up to [2] for the explanation.

All other valid points will be given credit.

(3 × [3])

(AO2)

[9]

(c) (i) Answers may address some of the following points:

- Very low levels of fitness, concerned about being able to participate in the programme.
- Poor cardiovascular fitness, problems with being capable of participating fully.
- Low body strength in relation to weight.
- Stress on weight-bearing joints of the hips, knees and ankles.
- Less mobility/flexibility.
- Psychological – lack of self-confidence and self-esteem.
- The design of certain equipment may make it difficult to use.

Award [1] for key phrase and up to [2] for full description.

All other valid points will be given credit.

(1 × [3])

(AO2)

[3]

(ii) Answers may address some of the following points:

- Explanation of the importance of a balanced diet, containing the right type and amounts of nutrients.
- Essential that a balanced diet is made up of carbohydrates, 55%–60%, fats, 25%–30%, proteins, 10%–15%, vitamins, minerals, fibre and water.
- A balanced diet will ensure that the correct amount of calorie intake provides the body with enough energy to complete tasks.
- Eating the correct quantities and combinations of food will keep the

body's systems functioning efficiently.

Award [1] for key phrase and up to [2] for full explanation.

All other valid points will be given credit.

(1 × [3])

(AO2)

[3]

(d) Answers may address some of the following points:

Cardiovascular endurance/Aerobic endurance:

- Involves the ability of the cardiovascular and respiratory systems to take in and transport oxygen to large muscle groups working dynamically.
- Cardiovascular endurance enables moderate to high intensity exercise to be undertaken for prolonged periods of time.
- Cardiovascular endurance, also known as stamina, is the ability of the body to continuously provide enough energy to sustain submaximal levels of exercise.
- Good cardiovascular fitness has an impact on individuals as it helps fat metabolism, improves delivery of oxygen and facilitates faster removal of waste products.

Muscular endurance:

- Specific muscles or a group of muscles making repeated contractions over a significant period of time.
- Many movements the client produces will be at submaximal intensities and will benefit from muscular endurance training.
- The ability to maintain repeated muscular contractions has a direct link to health. Muscular endurance is linked to the body's effectiveness at getting oxygen to the working muscles and removing waste products. The client will become more efficient at working continuously without fatiguing.

Strength:

- Strength is the ability to overcome a resistance. The client may apply strength rapidly, powerfully or maintain a position over a period of time.
- There are different types of strength: explosive, static and dynamic. The requirements of different sports can incorporate different aspects of strength. The client will work on the types of strength specific to the individual's needs to aid improvement.
- Strength is an important part of fitness as it enables clients to avoid injuries and maintain good posture.

Flexibility:

- Flexibility is the range of movement around a joint, usually controlled by the length of muscle. Clients incorporate flexibility into their training session.
- Flexibility enables athletes to perform certain skills more efficiently, allowing the athlete to perform more difficult skills requiring a greater range of movement.
- Flexibility is important as it aids performance and decreases the risk of injury.
- Flexibility helps improve posture, reduces lower back pain, maintains healthy joints and improves balance during movement.

Award [1] for identification and up to [2] for an examination of the components.

All other valid points will be given credit.

(3 × [3])

(AO1, AO3)

[9]

4 (a) Answers may address some of the following points:

- All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes per day.
- Government healthy eating recommendations are visually depicted in the eatwell plate, encouraging a healthy balanced diet. This is made up of portion controlled components of carbohydrates, proteins, fats, vitamins, minerals, fibre and water.
- Encouraging young people to eat at least five 80 g portions of a variety of fruit and vegetables a day.
- Guidelines advising drinking 6–8 glasses (about 1.2 litres) of water every day to avoid dehydration.

Award [1] for each relevant recommendation identified.

All other valid points will be given credit.

(4 × [1])

(AO1)

[4]

(b) The quality of written communication is assessed in this question.

Answers may address some of the following points:

- The culture of sport within the school can be a major enabler or barrier to pupils' lifelong enjoyment and involvement in sport.
- Schools that give PE and sport the same status as other subjects and help to ensure that their provision reflects the needs of the pupils can have a positive influence on participation levels during school years and once pupils have left school.
- The attitude of the head teachers and the extent to which the school leadership values sport can be a major factor in participation levels within the school.
- The allocation of curriculum time and the specific PE programme can have a major influence.
- Sport, Physical Education and extra-curricular activities can be affected as studies and work become part of life and social habits and priorities change.
- Related to the culture of the school is the willingness of staff to run or support after-school, extra-curricular activities.
- Alternative opportunities within sport and physical activity to take on leadership and other organisational roles in order to enhance opportunities can have a positive impact on participation levels. This is built in to the GCSE and A Level specifications and pupils gain experience and opportunities also during their academic studies.
- Strong links with local clubs and community based activities are important to encourage participation outside school.
- Current research has indicated that if pupils do not have a positive experience of sport in school, they are less likely to participate in community sport. It can become harder to get people to stay engaged or have the desire to return to sport when they have the opportunity.

All other valid points will be given credit.

Level 1 ([1]–[3])**Overall impression: Basic**

- Basic knowledge and understanding of the impact of physical activity in school and the effect it will have on lifelong involvement in sport. The candidate will include basic examples.
- Demonstrates a basic ability to discuss the impact of physical activity in school and the effect it will have on lifelong involvement in sport. The

- candidate will provide basic examples.
- Quality of written communication is basic. The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression: Good

- Good knowledge and understanding of the impact of physical activity in school and the effect it will have on lifelong involvement in sport. The candidate will provide relevant examples.
- Demonstrates a good ability to discuss the impact of physical activity in school and the effect it will have on lifelong involvement in sport. The candidate will provide relevant explanations, using specific examples.
- Quality of written communication is good. The candidate makes a reasonable selection and uses an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is adequate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([7]–[8])

Overall impression: Excellent

- Excellent knowledge and understanding of the impact of physical activity in school and the effect it will have on lifelong involvement in sport. The candidate will provide fully developed examples and show excellent understanding.
- Demonstrates an excellent ability to discuss the impact of physical activity in school and the effect it will have on lifelong involvement in sport. The candidate will provide thorough explanations and will use a variety of examples.
- Quality of written communication is excellent. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a degree of clarity and coherence. There is extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure the meaning is clear.

[0] is awarded for a response not worthy of credit.

(AO1, AO3)

[8]

12

5 (a) Answers may address some of the following points:

Circuit training:

- Training based around performing different exercises in succession at different work stations.
- Can be adapted to suit different performers or activities/sports.
- Can work different body parts.
- Can work on developing fitness or skill levels.
- Can work aerobically or anaerobically.
- Can be fixed or individual load.
- Can cater for large groups.
- It can be a cheap way of training.
- Little opportunity for boredom as it can suit the needs of individual athletes.
- Can be quick and easily accessed at home.

Fartlek training:

- Fartlek training is where the intensity of training or terrain varies during the course of the training session.
- Fartlek training mimics the patterns of intermittent sports/the intensity of games varies during performance.
- The principle of specificity is being applied during fartlek training.
- Enables athletes to accurately gauge fitness and recovery times relevant to the game.
- Fartlek training creates adaptations that make players more efficient at meeting the demands of the game.

Interval training:

- Training based on a structured period of work followed by a structured period of recovery – work : rest ratio.
- Interval training has the benefit of improving speed as well as aerobic fitness, working both aerobically and anaerobically.
- Interval training enables the games player to train at higher intensities and steadily increase fitness levels and the intensity of work.
- It improves the games player's ability to tolerate the effects of lactic acid.
- Interval training can be adaptable/flexible and sport specific to match the needs of the games player.

Award [1] for identification and up to [2] for an examination of the methods.
All other valid points will be given credit.

(3 × [3])

(AO1, AO3)

[9]

(b) The quality of written communication is assessed in this question.

Answers may address some of the following points:

- A range of factors needs to be considered to ensure that the physical activity programme is appropriate for the individual athlete. It must be beneficial and safe for the individual athlete to participate in.
- Medical checks/screening should be carried out and the appropriate documentation should be completed.
- PAR-Q responses should be checked and any contraindication to exercise should be identified to meet the needs of the athlete.
- Medical history – the choice of exercises/training programme should be adapted and appropriate for the athlete to complete.

- Current fitness level – the programme should be gauged at an appropriate level so as to inspire and motivate the athlete.
- Barriers to exercise should be addressed – what are the individual's constraints, for example time, costs, work commitments, family responsibility, motivation and goals.
- Leisure time activities – what are the current activities engaged in, active/passive.
- Activity levels – amount of active leisure completed and the time spent involved in physical activity.
- Occupation – the type of job the individual does and the hours worked on a daily basis.
- Diet – the type of diet the individual has, the type and amount of food consumed.
- Stress levels – what are the stressors in the individual's life, either at work or home life and what are the coping strategies used at present.
- Alcohol intake – how much is consumed and when.
- Smoking – whether the individual smokes/amount smoked/attitude to cessation programme.
- Time available – the individual needs to decide how much time can be devoted to their training schedule and the coach needs to be realistic when designing an appropriate programme.
- The use of SMART targets, engaging with the individual to make sure that the programme is suited to their needs and realistic.

All other valid points will be given credit.

Level 1 ([1]–[4])

Overall impression: Basic

- Basic knowledge and understanding of the necessary information a coach may require when planning a training programme for an individual athlete. The candidate will include basic examples.
- Demonstrates a basic ability to discuss the necessary information a coach may require when planning a training programme for an individual athlete. The candidate will provide basic examples.
- Quality of written communication is basic. The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([5]–[7])

Overall impression: Good

- Good knowledge and understanding of the necessary information a coach may require when planning a training programme for an individual athlete. The candidate will provide relevant examples.
- Demonstrates a good ability to discuss the necessary information a coach may require when planning a training programme for an individual athlete. The candidate will provide relevant explanations, using specific examples.
- Quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is adequate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([8]–[10])

Overall impression: Excellent

- Excellent knowledge and understanding of the necessary information a coach may require when planning a training programme for an individual athlete. The candidate will provide fully developed examples and show excellent understanding.
- Demonstrates an excellent ability to discuss the necessary information a coach may require when planning a training programme for an individual athlete. The candidate will provide thorough explanation and will use a variety of relevant examples.
- Quality of written communication is excellent. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a degree of clarity and coherence. There is extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure the meaning is clear.

[0] is awarded for a response not worthy of credit.

(AO1, AO3)

[10]

19

Total

100

**AVAILABLE
MARKS**