



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2019**

**Sports Science and the
Active Leisure Industry**

Unit AS 2

The Active Leisure Industry:
Health, Fitness and Lifestyle

[SAL21]

FRIDAY 17 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:

- The **goal** setting process helps athletes understand where they are currently and also where they want to go.
- By setting out staged and achievable goals a coach can keep the performer motivated. Goals can mentally prepare the performer for an activity or competition. Reaching goals indicate the progress of training. It shows how the performer is developing in relation to the structured time settings and points out the need for changes to the training.
- To maintain motivation, goals need to be set as individual goals, short/medium/long-term in nature and need a degree of flexibility. This can be due to different health status, changes in health and to inspire performers to continue they need to have interim targets/rewards as they progress.
- Goals need to be S.M.A.R.T.E.R, when planning goals this needs to be considered carefully.
- Specific – tailored to the needs of the performer, specific to the sport or activity.
- Measurable – results can be measured and set against recognised norms.
- Achievable – targets must be applicable to the performer and agreed by the coach and individual.
- Realistic – the activities and targets have to be set within the capabilities of the performer in relation to skill and fitness levels.
- Time-Bound – a training timetable set out can give a target for a certain level of performance to be attained. The plan would follow the goals set and would allow time for improvement to be made.
- Exciting – the type of training or practice needs to keep the attention of the performer and motivate them to continue with the set tasks.
- Recorded – results and progress should be recorded in order to compare them with past and future results to show how the performer has moved on and where they should be aiming for the next stage of training or competition.

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)** Advantages:

- These can be an ideal method of gathering primary data if the fitness instructor is seeking information which is deemed as sensitive, e.g. PAR Q.
- Time is used effectively as young clients can complete the questionnaire at their leisure.
- These can be analysed quickly, therefore enabling the fitness instructor to get started with the young client.
- The questionnaire can be designed easily to meet the needs of the young client.

(ii) Disadvantages:

- It can cause problems if young clients miss out or misinterpret questions which could alter the balance of the outcome.
- Unless carefully set out and appropriate questions asked, the young client may not provide the information the fitness instructor needs.
- Questions can be too complex if the form is designed incorrectly.

- It is difficult for the fitness instructor to get questions that explore in depth.
- Responses to questionnaires relies on honesty of the client.

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) Physically:

- By exercising it can prevent premature death from causes of hypokinetic diseases, e.g. cardiovascular disease, type 2 diabetes, obesity and osteoporosis.
- Exercising can reduce obesity by burning off excess fat during and after activity when metabolic rate remains elevated.
- To sustain strength and endurance levels.
- Improve flexibility of tendons and ligaments, allowing a greater range of movement.

(ii) Socially:

- Encourages connectedness and social interaction.
- Improves social skills, in a situation to meet people with similar interests.
- Improves team work skills, working with others for a common goal.
- Reduces isolation when getting involved in a team or a club.
- Develops friendships
- Develops leadership skills

Award [1] for a brief explanation and up to [3] for a full explanation.
All other valid points will be given credit.

(2 × [3])
(AO2)

[6]

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

Answers may address some of the following points:

- Inequality of opportunity exists for young people because of a number of barriers, lack of opportunity, lack of personal resources, discrimination, stereotyping, self-discrimination, group/peer pressure, being part of a minority group, e.g. disabled/ethnic minority/religious/girls.
- Generally young people from the lower socio-economic groups have poorer health and mortality rates, therefore, the benefits of physical activity are particularly important to this group. They are likely to suffer from social exclusion as they have less power, less disposable income and less support.
- Social stereotyping, society is less positive about young females in sport because it can be seen as less feminine if young girls are competitive or assertive.
- Conflicts with other commitments/pressure, time pressure may compromise dedication to sport.
- Lack of positive role models, young girls can be concerned about their weight/body image/lack self-confidence and cannot relate to the confident, strong female athletic role models.
- Inability to meet the costs of participation for young people is a major issue, such as entry fees, transport, club membership and purchasing specialist equipment.

- Low participation rates amongst some ethnic minority groups can be linked to strict religious beliefs/strict dress code.
- It can be difficult for young girls in some ethnic minority groups to participate in sport or physical activity due to the traditions they follow or the lack of single sex activities available in the local area.
- Many young people from ethnic minority groups live in poverty and lack the financial means to participate in sport or physical activity.
- Study/work commitments and domestic duties can make it difficult for young people to participate in physical activity.
- In the UK, an emphasis on team sports dominating the curriculum has favoured boys.
- Bad experiences in school and a limited range of activities offered at school may not inspire young people to want to continue to participate in physical activity.
- Lack of accessibility to suitable facilities to meet the needs of all participants who wish to take part in regular physical activity or exercise.
- Lack of understanding and awareness of how to include people with a disability in sport, limiting opportunities and programmes for participation, training and competition.
- Raising awareness amongst the general public about disability issues and current opportunities needs to be addressed. Specialist training programmes for staff who will be involved needs to be further developed.
- Access to and within facilities needs to be more manageable to cater for the needs of young disabled people.
- Age as a barrier exists for young people. Young people are heavily reliant on parents/others for transportation to access sporting activities/facilities
- Body image can be accepted as a barrier.

All other valid points will be given credit.

Level 1 ([1]–[3])

Overall impression: Basic

- Basic knowledge and understanding of the factors which can act as barriers to participation in sport for a young person. The candidate will include basic examples.
- Demonstrates a basic ability to discuss the factors which can act as barriers to participation in sport for a young person. 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 factors which can act as barriers to participation in sport for a young person. The candidate will provide relevant examples.
- Demonstrates a good ability to discuss factors which can act as barriers to participation in sport for a young person. 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 factors which can act as barriers to participation in sport for a young person. The candidate will provide fully developed examples and show excellent understanding.
- Demonstrates an excellent ability to discuss factors which can act as barriers to participation in sport for a young person. 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:

(i) Coronary Heart Disease

- CHD is a major cause of death and ill-health. It is characterised by the deposit of fatty substances on the lining of the artery walls. Over time this deposit builds up and affects the flow of blood. If a narrowed artery supplying blood to the heart becomes blocked this results in a heart attack.
- Participating in regular physical activity can reduce the risk of heart disease directly and indirectly. Physical activity also has a positive effect on other cardiovascular risk factors, such as high blood pressure and high cholesterol.
- Exercise increases levels of HDL cholesterol and decreases the amount of triglycerides in the bloodstream, preventing blockages in the arteries.
- Exercise improves circulation by preventing blood clots that can lead to a heart attack. By exercising, this will help to reduce body fat and will have an impact on weight management, preventing coronary heart disease.

(ii) Diabetes

- Diabetes is a common endocrine disorder. It is a condition that results from either a complete lack of insulin, produced by the pancreas, or a reduction in insulin production which the body is unable to use effectively to control blood sugar levels.
- Being involved in physical activity can help an individual improve blood glucose levels.
- Exercise can have a positive effect on body fat and blood pressure levels. Burning excess body fat helps to decrease and control body weight which results in improved insulin sensitivity.

(iii) Osteoporosis

- Osteoporosis is a degenerative bone disease characterised by thinning of the bones. With osteoporosis the bones become brittle and more prone to fractures, as the mineral density of the bones is decreased.
- Regular physical exercise can help prevent osteoporosis. This will build and maintain thickness of the bones, bone mass and density.

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

All other valid points will be given credit.

(3 × [3])

(AO1, AO2)

[9]

(b) (i) Answers may address some of the following points.

- A well 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 well balanced diet will ensure that the correct amount of calorie intake provides the body with enough energy to train effectively.

Award [1] for identification of key phrase and up to [3] for full explanation.

All other valid points will be given credit.

(1 × [4])

(AO1, AO2)

[4]

(ii) Food handling:

- Preventing food borne illnesses, food poisoning.
- Food poisoning can effect an athlete if they do not follow the food safety guidelines of washing hands before touching food and using clean equipment.
- Athletes should be aware of food handling behaviours to help reduce their risk of accidentally getting sick from contaminated food.
- Athletes should check the labelling of food before consumption making sure the food is in date and has been appropriately packaged and stored.

Food Preparation

- Athletes should be aware of the food safety guidelines for preparing food to prevent food poisoning or contracting diseases which would prevent them from training or competing.
- Athletes should make sure the surfaces to be used are thoroughly cleaned and bacteria free to prevent contamination.
- Athletes should make sure that raw meat is kept separate and prepared separately to prevent cross-contamination.
- Athletes need to make sure that food is cooked at the right temperature to kill the harmful bacteria that causes illness and cooked thoroughly before consumption.
- Athletes should be aware of the importance of chilling food properly. They should refrigerate foods quickly because cold temperatures slow the growth of harmful bacteria.

Award [1] for identification and up to [3] for the explanation

All other valid points will be given credit.

(2 × [3])

(AO1, AO2)

[6]

19

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

- (i) Warm-up:
- Many athletes consider a warm-up as an essential element of the training programme. There are two main functions of a warm-up, physiological and psychological, to prepare the body for the main exercise effort to come.
 - It prepares the cardio-respiratory and musculo-skeletal systems for more intense exercise.
 - It increases muscle temperature thereby increasing oxygen diffusion, improving muscle force, speed and reactions.
 - Release of synovial fluid, lubricating joint structures.
 - Increases elasticity of muscle/connective tissue.
 - Redistribution of blood flow from organs to muscles.
 - It reduces the risk of injury.
- (ii) Cool down:
- It is important to include a cool down at the end of a training session. Gradually reducing the intensity of exercise, returning the heart rate to its resting rates.
 - Stopping abruptly could cause blood pooling in the legs, and could result in dizziness or fainting.
 - The appropriate cool down aids the dissipation of waste products, including lactic acid.
 - By cooling down, it reduces the potential of delayed onset of muscle soreness, enabling the athlete to recover quicker.
 - Stretching returns muscles to their pre-exercise length, reduces the risk of injury.

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) Static stretching – Position held with isometric contraction. The muscle is taken to its current elastic limit and held in position, over time the muscle spindles and golgi tendons send a message to the brain that the new stretched position is not as severe as first identified.
- Athletes will include static stretching to relieve muscle cramp, improve the range of motion, to decrease the risk of injury and to prevent DOMS, delayed-onset muscle soreness.
- (ii) Ballistic stretching – where the athlete bounces in and out of the stretch. Uses the momentum of a moving body or limb in an attempt to force it beyond its normal range of motion. This type of stretching involves bouncing into (or out of) a stretched position, using the stretched muscles as a spring to pull the athlete out of a stretched position.
- Ballistic stretches require extra force, the muscles and tendons are extended through a larger range of movement
 - An athlete may use ballistic stretching to jump higher or kick with greater force.
 - The body gets pushed beyond its comfort zone, ideal for physically intensive activities.
- (iii) PNF (Proprioceptive neuro-muscular facilitation) – it is currently the fastest and most effective way known to increase muscle elasticity and flexibility. It is a combination of passive stretching and isometric

stretching in order to achieve maximum static flexibility. PNF usually employs the use of a partner to provide resistance for the isometric contraction and then later to passively take the joint through its increased range of motion.

- PNF can be used as a form of rehabilitation. Athletes will use PNF stretching to target specific muscle groups, as well as increasing flexibility, it will also improve muscular strength.

Award [1] for key phrase and up to [2] for the explanation and up to [3] for full explanation.

All other valid points will be given credit.

(3 × [3])

(AO2)

[9]

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

(i) Advantages:

- Develops muscular strength, muscular endurance and cardiovascular endurance.
- Appropriate form of training for most sports and can be sport specific.
- Can adjust to suit age, fitness and health of the athlete and enables a large number of participants to train together.
- A wide range of exercises to select from which maintain the athletes' enthusiasm and motivational levels.
- Easy to measure improvements from previous sessions, e.g. by counting the number of repetitions achieved in the time period.

(ii) Disadvantages:

- Some exercises may require specialised equipment to carry out the training.
- An adequate amount of space is required to set up the circuit exercises and equipment.
- In general, circuit training can only be conducted where appropriate facilities/equipment are available.
- Use of additional equipment requires appropriate health and safety monitoring.
- Can cause chronic injury through repetitive impact for some athletes.

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

All other valid points will be given credit.

(2 × [3])

(AO2)

[6]

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

Cardiovascular endurance:

- Involves the ability of the cardiovascular and respiratory system 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 games players as it helps fat metabolism, improves delivery of oxygen and faster removal of waste products.

Muscular endurance:

- A specific muscle or a group of muscles making repeated contractions over a significant period of time.
- Most 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 games players will become more efficient at working continuously without fatiguing.

Strength:

- Strength is the ability to overcome a resistance. The games players 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 games players will work on the types of strength specific to the various requirements of their positions and sports needs to aid improvement.
- Strength is an important part of fitness as it enables games players to avoid injuries and maintain good posture.

Flexibility:

- Flexibility is the range of movement at a joint, usually controlled by the length of muscle. Games players incorporate flexibility into their training sessions.
- Flexibility enables games players to perform certain skills more efficiently and effectively, also allowing the games players 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 low back pain, maintains healthy joints and improves balance during movement.

Award [1] for identification [2] for an explanation of the components.

All other valid points will be given credit.

(3 × [3])

(AO1, AO3)

[9]

30

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

Healthy Schools:

- Healthy schools programme is a long term government initiative aiming to create young people who are happier, healthier, stay safe and do better in learning and life.
- This initiative involves students, staff and parents, working together in an effort to equip young people with the skills and knowledge for them to make informed choices about healthy living.
- The themes of the initiative include personal, social and health education, physical activity, healthy eating and emotional health and well-being. The initiative aims to help young people to develop healthy behaviour, reduce health inequalities, raise their achievement and promote social inclusion.
- Healthy schools will provide parents with information on food in school, e.g. healthy option ideas for school lunch for young people.
- Healthy schools will enable young people to have access to healthy food including breakfast clubs, lunch times and tuck shops.
- Promotion of the healthy eating message to young people, through cookery clubs and gardening club.

Change4Life:

- 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 young people lead healthier lives.
- Change4Life has become one of the most instantly recognisable brands in health improvement.
- Change4Life aims to help young people to make small, sustainable changes yet significant improvements to their diet and activity levels. It uses the slogan “eat well, move more, live longer”. This would have a major impact for young people thinking of making changes to improve their health and reduce the chances of being obese.
- Sugar swaps, advice given to young people about the sugar found in foods and suggestions given for healthier alternatives. This educates young people and would have an impact on their lives, reducing the levels of obesity, if changes were made and incorporated into a balanced diet.
- Get going everyday, encouraging young people to lead an active lifestyle. Educating young people about using exercise to manage weight, burning off excess calories and reducing the risk of ill health.

5-A-Day:

- The 5-A-Day initiative is aimed at getting young people to increase the amount of fruit and vegetables they consume on a daily basis.
- 5-A-Day highlights the health benefits of getting five 80g portions of fruit and vegetables daily which can help to improve and maintain young people’s health, boost immune system, have a healthy body, lowers the chances of disease and infection, reducing the risk of heart disease, obesity, type 2 diabetes, stroke and some cancers.
- Enables young people to achieve a balanced diet by incorporating fruit and vegetables, addressing vitamin and mineral consumption. Fruit and vegetables are low in fat and calories, enabling young people to maintain a healthy weight and keeping their heart healthy.

Award [1] for a each initiative and up to [2] for the reasons examined.

(3 × [3])

All other valid points will be given credit.

(AO1, AO3)

[9]

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

AVAILABLE
MARKS

Answers may address some of the following points:

- Increases threat to overall health, increases the chances of developing life-threatening diseases such as heart disease, type 2 diabetes and cancers, which will reduce life expectancy.
- Research in the UK has estimated the average life expectancy was 80–82 years for female and 78 years for males. This is affected by the leading health risk factors for the nation today, which includes smoking/nicotine addiction, alcohol addiction and misuse of legal and illegal substances.
- Research has shown that a lack of exercise causes as many as 1 in 10 premature deaths each year. It has also shown that poor physical fitness is directly linked to higher disease rates and higher death rates.
- There is a persistent and widespread inequality in health, where life expectancy is lower in less affluent areas.
- Due to technological developments in society, people are leading more sedentary lives which is having a negative impact on their health and negatively affecting life expectancy.
- Encouraging people to follow a healthy lifestyle can play a powerful role in both preventing and addressing a broad range of social and economic challenges faced by people in society.
- The cost to the NHS of treating individuals who follow a poor lifestyle is on the increase. The health care budget will continue to rise as the demand to treat people with hypokinetic diseases increases. Changing individuals' behaviour could save the NHS time and money which could be diverted to other services. The government needs to be more proactive instead of reactive to issues faced by poor lifestyle choices.
- An unhealthy lifestyle is an invisible enemy to business, whose costs in covering absenteeism is on the rise. Productivity and turnover of staff are affected by an unhealthy workforce.
- To improve life expectancy the government needs to encourage a more healthier approach to managing lifestyle. This will have a positive impact in society, it will increase life expectancy and reduce health inequalities. It will improve quality of life and health conditions. It will create a healthier work force. It could lead to better physical and mental health, saving the government in the UK up to £100 billion a year by reducing working-age ill health.

All other valid points will be given credit.

Level 1 ([1]–[3])

Overall impression: Basic

- Basic knowledge and understanding of how an individual's poor choice of lifestyle can affect life expectancy and how this can have an impact on the health of the nation. The candidate will include basic examples.
- Demonstrates a basic ability to examine how an individual's poor choice of lifestyle can affect life expectancy and how this can have an impact on the health of the nation. 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 how an individual's poor choice of lifestyle can affect life expectancy and how this can have an impact on the health of the nation. The candidate will provide relevant examples.
- Demonstrates a good ability to examine how an individual's poor choice of lifestyle can affect life expectancy and how this can have an impact on the health of the nation. 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 how an individual's poor choice of lifestyle can affect life expectancy and how this can have an impact on the health of the nation. The candidate will provide fully developed examples and show excellent understanding.
- Demonstrates an excellent ability to examine how an individual's poor choice of lifestyle can affect life expectancy and how this can have an impact on the health of the nation. 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]

17

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

Psychological benefits

- Exercise has positive effects on the body and mind. Physical activity increases the level of various neurotransmitters in the blood, which influence the psychological functions, releasing adrenaline and endorphins in the body.
- Endorphins released by the brain generate a sense of happiness, “feel good” factor and can reduce the feeling of depression.
- Positive energy gives clarity of thought, enabling some people to be able to cope much better.
- A change in mood reducing lethargy, the mind tends to stay more alert which enhances concentration and memory.
- Increase in activity levels leads to a healthy body and can improve sleep patterns.
- Reduction in stress and fatigue caused by an imbalance of work/life commitments. Takes mind off difficult, stressful situations and can reduce frustration levels.
- Increases self-confidence and boosts self-esteem by participating in physical activity.

Award [1] for each relevant reason 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:

- Lifestyle coaching is a modern and rapidly growing method for helping others to improve, develop and learn new skills, find personal success, achieve aims and manage life change.
- Lifestyle coaching draws out rather than puts in, it develops rather than imposes. It reflects rather than trains. The individual needs to be fully aware of this approach and accepts that this is the process that will be used to help make changes to their lifestyle.
- Lifestyle coaching is about getting the very best out of the individual and enabling them to make decisions that will improve their life. Individuals need to be fully aware of the difficulty it is for anyone being advised to change their lifestyle habits.
- Recommendations made by the life coach need to take the individual's gender, circumstances and age group into consideration as that might affect the extent to which they may act on the recommendations being made.
- Lifestyle coaches make recommendations about changes, e.g. changing work/life balance, social life, diet, lifestyle choices, smoking, consumption of alcohol and exercise. The client may not want to or finds it really difficult to adapt from habits or addictions.
- Recommendations need to be specific to the individual and realistic. For example, if the lifestyle coach is suggesting more exercise, it is unlikely to be acted on if the individual's circumstances do not encourage exercise. A process would need to be in place which is structured for the client to gradually introduce the recommendations being made.
- Lifestyle coaches make recommendations based on information gained from questionnaires, interviews and observations.

Level 1 ([1]–[4])

Overall impression: Basic

- Basic knowledge and understanding of how a lifestyle coach could assist a middle-aged person who wants to make a positive change to their lifestyle to improve their health and well-being. The candidate will include basic examples.
- Demonstrates a basic ability to discuss how a lifestyle coach could assist a middle-aged person who wants to make a positive change to their lifestyle to improve their health and well-being. 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 how a lifestyle coach could assist a middle-aged person who wants to make a positive change to their lifestyle to improve their health and well-being. The candidate will provide relevant examples.
- Demonstrates a good ability to discuss how a lifestyle coach could assist a middle-aged person who wants to make a positive change to their lifestyle to improve their health and well-being. 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 how a lifestyle coach could assist a middle-aged person who wants to make a positive change to their lifestyle to improve their health and well-being. The candidate will provide fully developed examples and show excellent understanding.
- Demonstrates an excellent ability to discuss how a lifestyle coach could assist a middle-aged person who wants to make a positive change to their lifestyle to improve their health and well-being. 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]

14

Total

100

AVAILABLE
MARKS