



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2025**

**Sports Science and the
Active Leisure Industry**

Unit AS 2

The Active Leisure Industry:
Health, Fitness and Lifestyle

[SAL21]

TUESDAY 20 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.

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for GCE Sports Science and the Active Leisure Industry.

Candidates must:

demonstrate knowledge and understanding of sports science and the active leisure industry (AO1);
apply knowledge, understanding and skills through different contexts appropriate to the sports science and the active leisure industry (AO2); and
analyse and evaluate evidence to make reasoned and valid judgements about sports science and the active leisure industry (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17-year-old or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17-year-old or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for 'best fit' bearing in mind that weakness in one area may be compensated by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response. An example follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is good.

Level 3: Quality of written communication is excellent.

In interpreting these level descriptions, an example is provided below. Examiners should refer to the specific guidance given within the mark scheme for each question:

Band 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material will lack clarity and coherence. There is little use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Band 2 (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Band 3 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

- Voluntary sector.
- Private sector.
- Public sector.

Award [1] for the correct statement.
All other valid points will be given credit.
(2 × [1])
(AO1)

[2]

(b) (i) (ii)

Answers may address some of the following points:

Sport:

- Competitive.
- Involves physical activity/exercise.
- Highly organised.
- Governed by rules and regulations.
- Skill based.
- For example cricket or soccer.

Physical recreation:

- Enjoyable/Fun.
- Non-serious/non-competitive.
- Spontaneous.
- Rules can be flexible.
- Completed in free time.
- Physical activity/exercise.
- For example recreational swim or walk.

Award [1] for a brief description and up to [3] for full description.
All other valid points will be given credit.
(2 × [3])
(AO1, AO2)

[6]

(c) Answers may address some of the following points:**(i)(ii) Social benefits:**

- An active and healthy lifestyle can promote friendships and positive relationships.
- Taking part in physical activities with others encourages social interaction.
- Involvement in team games encourages team-work and co-operation with others.
- Fulfilment of being part of a team, a sense of loyalty, developing the feeling of belonging to a team.
- Develops community cohesion playing in a team based in an individual's community.
- Taking part in physical activity with others can reduce feelings of isolation and loneliness.
- Sport and physical activity with others helps individuals build social skills and has deterred anti-social behaviour.
- self-confidence within social situations will improve enhancing social skills.

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]

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

Answers may address some of the following points:

- A Physical Activity Readiness Questionnaire (PAR-Q) must be completed by the client to obtain information regarding medical conditions. A PAR-Q will outline an individual's medical history and highlight any major factors that would stop them from participating. If a client answers 'Yes' to one or more questions, they should be instructed to talk to their doctor before beginning an exercise programme.
- Fitness instructors would use PAR-Q to determine the safety or possible risk of exercising for an individual based upon their answers to specific health history questions.
- The fitness instructor needs to know the health of the individual so that they can plan a programme that is suitable for their age, health status and current activity level. They do not want to plan a programme that would endanger the client.
- The PAR-Q will help the fitness instructor identify the small number of adults for whom physical activity may be inappropriate or those who should have medical advice concerning the type of activity most suitable for them. The fitness instructor will then advise them to see a doctor before starting a programme.
- A risk assessment is a procedure used to prevent accidents and ill health by helping people think about what could go wrong and identify ways to prevent problems. The fitness instructor must be aware that a risk assessment is good practice and it is also a legal requirement.
- A risk assessment should be completed to ensure the training environment is safe. A fitness instructor must assess risks and apply control measures. Equipment should be checked to ensure it is safe and up to specific standard for safe usage.
- A fitness instructor must check the personal attire of the client and ensure clothing is suitable for the activity undertaken. Jewellery should be removed, hair should be tied back and appropriate footwear should be worn to provide grip.
- Correct lifting technique when weight training must be coached specifically to avoid injury. The fitness instructor must insist that this correct technique is used consistently.
- The fitness instructor must ensure that the resistance being used must be appropriate to the age, maturity and experience of the athlete to avoid injury.
- Use of a 'spotter' may be recommended to assist the client with free weights.
- A warm-up should be planned into the exercise programme to gradually prepare the body for exercise. It will gradually increase the heart rate and body temperature.
- A cool-down is necessary to gradually bring the body back to pre-exercise state. A cool down will reduce effects of DOMS.
- A contraindicated exercise is a movement that is not recommended because it is potentially dangerous. For example, extreme movements that cause extension or flexion of a joint beyond its normal range such as full circle neck rotations.
- The fitness instructor must use safe stretching and mobility exercises

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- during the warm-up and cool-down to prevent joint injury.
- A well ventilated training environment is necessary to prevent the spread of infections.
- Provision of rest and recovery within a training session is necessary to reduce likelihood of injury e.g. rest between sets.
- Client should be advised to be well hydrated and nutritionally prepared for a training session to prevent e.g. fainting/fatigue.

All other valid points will be given credit.

Level 1 ([1]–[3])

Overall impression: Basic

- Basic knowledge and understanding of how a personal trainer can implement safe practice when leading a fitness session. The candidate may include basic examples.
- Demonstrates a basic ability to discuss how a personal trainer can implement safe practice when leading a fitness session. The candidate will provide basic explanations.
- 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 a personal trainer can implement safe practice when leading a fitness session. The candidate will provide relevant examples.
- Demonstrates a good ability to discuss how a personal trainer can implement safe practice when leading a fitness session. 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 a personal trainer can implement safe practice when leading a fitness session. The candidate will provide fully developed examples and show excellent understanding.
- Demonstrates an excellent ability to discuss how a personal trainer can implement safe practice when leading a fitness session. 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]

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2 (a) (i)(ii)(iii)

Answers may address some of the following points:

Coronary Heart Disease (CHD):

- Coronary heart disease 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.
- An active lifestyle can prevent CHD. Individuals need to participate regularly in physical activity, government guidelines recommend 30 minutes/5 days a week for adults and 60 minutes per day for children.
- Individuals need to do moderate intensity exercise which will increase the heart rate, working within the appropriate age related training zone.
- Exercising appropriately will improve the efficiency of the heart and circulatory system. It will increase the levels of HDLs (high density lipoproteins) and help break down LDLs (low density lipoproteins).
- A balanced diet will help prevent CHD. A low cholesterol diet will prevent a build up of plaque or atheroma on the walls of the coronary arteries.
- Food consumption needs to be considered and adapted to prevent CHD. Food high in salt, sugar and fat needs to be reduced. High saturated fat will increase levels of LDLs in the blood. Low salt intake will be a preventative measure against CHD.
- A reduction in alcohol consumption, drinking in moderation, using the government recommended alcohol intake guidelines will help prevent CHD.
- Cessation of smoking will also help prevent CHD.

Diabetes:

- Diabetes is a disease 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.
- Diabetes is treatable. Dietary and other lifestyle adjustments are part of the management of the disease.
- Being physically active improves glucose levels.
- Exercising has 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.

Osteoporosis:

- Osteoporosis is a degenerative bone disease characterised by the thinning of bones. Bones become brittle and more prone to fractures, as the mineral density of the bones is decreased.
- Osteoporosis is largely preventable for most people and requires a healthy diet with the recommended daily amount of calcium and vitamin D.
- Resistance/weight training improves bone density reducing risk of fracture and offsetting onset of osteoporosis.
- Incorporating weight-bearing exercise into an individual's routine can prevent the development of osteoporosis. Weight-bearing exercises, for example walking, jogging and aerobics are effective in building bone density.

Additional acceptable hypokinetic diseases: Obesity and Hypertension.

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

All other valid points will be given credit.

(3 × [3])

(AO1, AO2)

[9]

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

- (i)
- Promotion of outside play.
 - Encourage children to engage in moderate to vigorous intensity physical activity for at least 60 minutes per day.
 - Encourage spontaneous play.
 - Promote involvement in organised sports such as swim clubs or rugby teams.
 - Reduce time allowed for passive leisure activities, e.g. TV, Computer games.
 - Follow Government healthy eating recommendations 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.
 - Encourage children to eat at least five 80g portions of a variety of fruit and vegetables a day.
 - Reduce sugary snacks and drinks.
 - Parents can aim to be role models by leading an active and healthy lifestyle.
 - Parents educate their children on the benefits of exercise and healthy eating.
 - Parents should aim to make home cooked nutrient dense meals, as opposed to feeding their children processed food.

All other valid points will be given credit.

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

All other valid points will be given credit.

(2 × [3])

(AO1, AO3)

[6]

- (ii)
- Body mass index (BMI) is a measure of body fat based on height and weight that applies to adult men and women.
 - It is defined as the body mass divided by the square of the body height and is expressed in units of kg/m².
 - The value gained from the calculation is used to categorise whether a person is underweight, normal weight, overweight or obese.
 - The WHO classifies a BMI >30 is obese.
 - It is an important measure for screening obesity levels.
 - Prediction of future mortality.
 - BMI <18.5 kg/m² light blue (underweight), 18.5–24.9 kg/m² green (healthy), 25–29.9 kg/m² yellow (overweight), 30–39.9 kg/m² red (obese) and 40+ kg/m² purple (extremely obese).
 - BMI does not take into account muscle mass.
 - Government can monitor BMI trends and implement health promotion initiatives based on this data.
 - Pressure on the NHS is reduced if BMI trends are monitored and health promotions strategies are implemented.

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

All other valid points will be given credit.

(2 × [2])

(AO2)

[4]

19

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

(i) **Nutritional strategy:**

- Eating a balanced diet of Carbohydrates, proteins and fats.
- Carbohydrates should make up to 55–60% of diet. Sources in the form of potatoes, lentils, bread, oats and rice.
- Complex carbohydrates important for slow release energy to prevent fatigue.
- Proteins should make up 20–30% of diet. Sources in the form of eggs, lean chicken, beef and fish.
- Protein important for growth and repair of muscles.
- Fats should make up to 10–20% of a boxers diet. Sources in the form of olives, nuts, avocado seeds. Fats are important for functions such as cell building, energy supply, vitamin and mineral absorption and insulation.
- Carbohydrate loading involves the increased intake of complex carbohydrates 3–4 days prior to a fight.
- Body weight needs to be monitored to ensure the boxer makes the weight category.
- Training needs to be tapered to allow the muscles to store more glycogen.

Pre-competition post weigh in:

- After weigh in Boxers have a 24 hour window to refuel for competition.
- Meals should be high in carbohydrates (1–1.2g of CHO per kg body weight) with lean protein.
- Carbohydrates loading ensures muscle glycogen levels are optimal for the fight enabling the boxer to have energy to last 4–12 rounds delaying the onset of fatigue.

Pre-competition nutrition:

- 3 hours pre-fight light Snacks such as fruit, yoghurt, crackers should be consumed to help refuel quickly.
- Carbohydrate energy gels (High GI) can also be taken for quick release energy.

During competitive rounds:

- Top up glycogen stores – take energy gels during the cycle. These provide the body with simple sugars (glucose & fructose), which are a quick efficient fuel that can be used for energy during the cycle.

After/post-competition:

- Post event high carbohydrate snack should be consumed within 30 minutes of the event to replenish glycogen stores.
- 50g–100g of carbohydrate should be consumed post event.
- Post event snack/drink should contain some protein to promote muscle repair.
- Eat a carbohydrate rich meal 2–4 hours post event.

(ii) Hydration strategy

- Daily recommended guidance for water intake should be followed (2–2.5L/6–8 glasses) of water to maintain hydration levels.
- Boxers should increase water intake during training to 2.7–3.7L
- Drink 1.5L of fluid 2–3 hours prior to competition (post weigh-in)
- Boxers 'shed water' to make specific weight class for a fight weigh-in.
- Water shedding involves purposely dehydrating to lose a significant amount of water weight, often using methods such as sweating, sauna or reducing water intake.

During fight:

- Maintain hydration levels – consume water.
- Consume isotonic sports drinks during event (4–8% carbohydrates per L). Isotonic drinks can maintain blood glucose levels, replace lost fluids and electrolytes.
- Ingesting carbohydrates with a high glycaemic index ratings (how quickly they are converted and enter the bloodstream) will help maintain a sustained level of blood sugar.

After/post-fight:

- Isotonic sports drinks are a quick and convenient way to refuel, replace electrolytes with the added benefit of rehydration.
- 500ml of isotonic sports drink after competition.

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

(2 × [3])

(AO1, AO2)

[6]

(b) (i)(ii)**Strength:**

- Strength is the ability to overcome a resistance.
- A boxer may apply strength rapidly and powerfully when executing punches in a fight.
- A boxer may require static strength to maintain a fist position.
- Maximal strength is required to deliver a knock out punch.
- Dynamic strength in the legs is required to keep feet moving.
- Core strength is an important fitness component as it enables boxers to avoid injuries and maintain good posture.

Muscular endurance:

- Muscular endurance is a specific muscle or a group of muscles making repeated contractions over a significant period of time.
- Most boxers execute skills (punches)/movements (dodging) repeatedly throughout a fight.
- Muscular endurance is linked to the body's effectiveness at getting oxygen to the working muscles and removing waste products.
- A boxer requires a good level of muscular endurance to become effective at working continuously without fatiguing.

Flexibility:

- Flexibility is the range of motion about a joint, usually controlled by the length of muscle.
- Flexibility enables boxers to perform punches more efficiently and effectively. The boxer can execute punches from a long range stance that require a greater range of movement.
- Flexibility is important as it aids performance and decreases the risk of injury.
- Flexibility helps improve posture, maintains healthy joints and improves balance during movement.

Reaction time:

- The time taken to initiate a response to a given stimulus.
- The stimulus is visual in the form of a punch/jab/hook/upper cut coming from the opponent. A boxer must react to this stimulus to dodge or block the punch.
- A good reaction time in boxing will reduce chances of injury and maximise chances of winning a fight.

Power:

- Power is the application of both strength and speed.
- Power/elastic strength is the ability of the neuromuscular system to overcome resistance with a high speed of contraction.
- Power is necessary to land power and body shots on the opponent such as hooks, uppercuts and knock out punches.
- Boxers rely on a high percentage of fast glycolytic muscle fibres to deliver powerful muscular contractions.

Other acceptable components of fitness: aerobic endurance, agility, coordination, speed.

Award [1] for identification of component and up to [2] for full description.
(AO2)

All other valid points will be given credit.

(2 × [3])

[6]

(b) (iii)

Answers may address some of the following points:

- Overload is a principle of training used by coaches to ensure that the body is put under stress in order to progress and improve the level of fitness.
- The FITT model describes four ways in which a training programme can be overloaded.
- Frequency involves changing the number of times a week that the exercise is performed.
- Intensity relates to the raising the difficulty of the exercise by increasing the number of repetitions, the %MHR, or the weight.
- Time involves increasing the time spent exercising, e.g. adding sets, reps or intervals to training.
- Type relates to increasing the difficulty of the exercises by switching types, e.g. weight training to circuit training.

Award [1] for basic explanation or up to [3] for full explanation.

(AO2, AO3)

All other valid points will be given credit.

(1 × [3])

[3]

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(c) (i)(ii)

Answers may address some of the following points:

Continuous:

- Continuous training involves continuous activity with no rest or break. Involves a steady state of sub-maximal work (running, cycling, swimming, rowing) for prolonged periods of time (20–30 minutes plus).
- Continuous training is suited to endurance athletes, when the oxygen demands of the training are met by the supply from the cardiovascular system.
- Continuous training relies on the aerobic system and it will enhance aerobic endurance and VO₂max.
- The intensity of continuous training should be moderate (60–80% Max HR).

Fartlek:

- Fartlek meaning 'speed play'. It involves exercise often running, varying time, distance, terrain and tempo.
- Due to the changes of intensity of the exercise, fartlek training works both aerobic and anaerobic fitness. The athlete can become increasingly capable of meeting the change of pace in an endurance event.
- Athletes can control their own pacing.
- The boredom of continuous training is reduced.

Interval:

- Interval training is based on a structured period of work followed by a structured period of recovery.
- The training session is split up around a work to rest ratio.
- Interval training can be adapted to develop different types of fitness. Prolonged moderate to hard paced intervals use aerobic respiration required by endurance athletes.
- It improves an endurance athlete's ability to tolerate the effects of lactic acid.
- Interval training is adaptable/flexible to match the needs of the endurance athlete.

Other acceptable training method: circuit training.

Award [1] for a basic description and up to [3] for full explanation.

All other valid points will be given credit.

(2 × [3])

(AO2)

[6]

(d) (i)(ii)(iii)

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Answers may address some of the following points:

- Exercise helps older adults to maintain or lose weight. This will reduce the likelihood of obesity.
- 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 Improves heart health and lowers blood pressure reducing the risk of stroke or heart attack.
- Regular exercise will lower resting heart rate/bradycardia) enabling the heart to pump more efficiently at rest.
- Impact exercise will increase bone density and reduce the likelihood of osteoporosis.
- Older adults who exercise have a lowered risk of several chronic conditions including dementia, diabetes, obesity, heart disease, osteoporosis and some cancers. Exercise can prevent or delay disease. It will improve immune function.
- An active and healthy lifestyle will enable an older person to complete daily tasks with more ease and less pain e.g. walking upstairs or lifting loads.
- Exercise improves strength, flexibility and posture which in turn will help prevent falls and reduce risk of injuries.
- Strength training also helps alleviate the symptoms of chronic conditions, for example arthritis pain.
- Increased synovial fluid production in the joints will ensure enhanced mobility of joints.
- Improved VO2max is achieved through regular aerobic training. This would enhance lung capacity and function.

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

(3 × [3])

(AO1, AO2)

[9]

30

4 (a) (i)(ii)(iii)

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Answers may address some of the following points:

Socio-economic groups:

- Financial difficulties in relation to inability to pay for equipment and clothing may make it difficult to participate in some sports or physical activities.
- Financial difficulties in relation to lack of ability to pay membership fees and training costs.
- Lack of transport or ability to afford transportation costs to attend training or sporting events.
- Poor provision of facilities or inadequate facilities to train or participate. Poor provision depending on location.

Gender:

- Less media coverage of women's sport in comparison to men's sport.
- Inequalities in financial rewards for sport e.g. prize money, professional wages, endorsement deals.
- Fewer role models in sport and management.
- Women may have less opportunities to fully develop sporting abilities due to need to start a family within a time frame.

Disability:

- All people have different levels of ability, a perception that a person has a lack of skill or ability compared to others might inhibit participation.
- Not having opportunities to access specific coaching to develop necessary skills, lack of early experience in sport may hinder someone getting involved in certain physical activities.
- Lack of understanding and awareness of how to include people with a disability in sport, limiting opportunities and programmes for participation, training and competition.
- Lack of accessibility to suitable facilities to meet the needs of all participants who wish to take part in regular physical activity or exercise.

Other acceptable barriers: self-esteem, accessibility, age, time, ethnicity and ability.

Award [1] for identification of barrier and up to [2] for full description .

(3 × [3])

(AO1, AO3)

[9]

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

Answers may address some of the following points:

- Research in the UK has identified that poor lifestyle choices negatively impact the health of individuals. It has estimated the average life expectancy is 80–82 years for female and 78 for males. This is affected by poor lifestyle choices, which include: a sedentary lifestyle; poor diet; lack of sleep; poor work/life balance; smoking/nicotine addiction, alcohol addiction and misuse of legal and illegal substances.
- Inactivity/Sedentary lifestyle – Over the past decades, physical activity levels have declined. Technological advances have promoted passive leisure activities. People are leading more sedentary lives and rely on

cars/buses/trains for transport over more active means such as cycling or walking.

- Poor lifestyle choices increase the threat to overall health, increases chances of developing hypokinetic diseases such as coronary heart disease, cancer, type II diabetes, which will reduce life expectancy.
- 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.
- Poor physical health can cause a decline in mental health.
- Poor Diet – A diet high in saturated fat, salt and simple carbohydrates can lead to individuals becoming overweight or obese.
- Poor diet and sedentary lifestyle leads to obesity. The World Health Organisation has estimated that obesity causes around 3 million deaths per year.
- Lack of sleep – lack of sleep leads to fatigue and lethargy. Individual is less likely to feel motivated to be active.
- Poor work/life balance – individuals are living fast paced lifestyles. Individuals often work long hours focusing on career goals. This adds stress and creates a poor work/life balance. Individuals often have little time to build exercise into their working day.
- Smoking/nicotine addiction has been linked with illnesses such as: pneumonia; respiratory infections; stroke; mouth, throat and lung cancer.
- A high alcohol intake of more than 14 units a week causes long term health problems: liver disease; nerve damage; hypertension; stroke; mouth, throat and liver cancer.
- Taking illegal drugs such as cocaine can cause heart problems, depression and insomnia.

Level 1 ([1]–[3])

Overall impression: Basic

- Basic knowledge and understanding of how poor lifestyle choices can have an impact on health, well being and fitness. The candidate may include basic examples.
- Demonstrates a basic ability to discuss how poor lifestyle choices can have an impact on health, well being and fitness. The candidate will provide basic explanations.
- 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 poor lifestyle choices can have an impact on health, well being and fitness. The candidate will provide relevant examples.
- Demonstrates a good ability to discuss how poor lifestyle choices can have an impact on health, well being and fitness. 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.

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Level 3 ([7]–[8])

Overall impression: Excellent

- Excellent knowledge and understanding of how poor lifestyle choices can have an impact on health, well being and fitness. The candidate will provide fully developed examples and show excellent understanding.
- Demonstrates an excellent ability to discuss how poor lifestyle choices can have an impact on health, well being and fitness. 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]

17

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

Interview:

- A lifestyle coach could use structured interviews, where the interview follows a pre-set course of questions. These questions are set in advance of the interview, so that the interviewer will be able to obtain the information required.
- There is flexibility to explore points further if appropriate so that the lifestyle coach can obtain more relevant information specific to the individual client.
- There can be problems which can arise from carrying out an interview where questions about the reliability of the outcomes may be raised.
- The lifestyle coach needs to keep focused to prevent the interview becoming 'a chat' and information is missed which could be relevant.
- Interviews are very time-consuming, a lengthy interview means a lot of time spent by the lifestyle coach. The coach needs to be aware of this to make sure time is used appropriately.

Questionnaire:

- Questionnaires can be an ideal method of gathering primary data if the lifestyle coach is seeking information which is deemed sensitive.
- Time is used effectively as clients can complete the questionnaire at their leisure.
- Questionnaires can be analysed quickly, therefore enabling the lifestyle coach to get started with a client.
- It can cause problems if clients miss out questions or misinterpret questions which could alter the balance of the outcome. The client may not answer questions truthfully which could have an impact on the information which has been gathered.
- Unless carefully set out and appropriate questions asked, the client may not provide the information that the lifestyle coach needs.

Observation:

- Observation can be an important and useful option for a lifestyle coach to use as it allows them to see what is really happening in the life of the client.
- Lifestyle coaches could see the client in action and this gives them direct access to information that may not be obvious from other research methods.
- Observation enables the lifestyle coach an in-depth understanding of the lifestyle of the client.
- A problem with this approach is that it can be viewed as too subjective, leading to bias, where the client may be doing something to please the lifestyle coach.
- Observations are very time-consuming and labour intensive for the lifestyle coach.
- The client might agree to the lifestyle coach carrying out the observation however, over time may find that it is intrusive and not want to proceed with that method.

Award [1] for basic description of research method and up to [2] for the full description of research method.

All other valid points will be given credit.

(2 × [2])

(AO2)

[4]

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

AVAILABLE
MARKS

Indicative content:

GP Referral Scheme

- GP Referral Scheme, also known as exercise-on-prescription, with the aim of promoting a healthier lifestyle for individuals with certain medical conditions. With the increasing numbers of patients suffering from chronic illnesses in the UK, the benefits of exercise in disease prevention and rehabilitation has become more prevalent.
- The GP Referral Scheme lasts for 12 weeks and is supervised by qualified staff, working in conjunction with the medical staff. The clients will be given a safe and effective training programme which is the start of a more active and healthier lifestyle.
- The GP Referral Scheme uses exercise to assist post-operative recovery, improvement in mobility, tackle insomnia, reduction/relief of back pain and aids weight loss, as well as improving fitness and self-esteem.
- Research has shown that regular exercise, using the GP Referral Scheme as a starting point for clients, can improve a broad range of physical and psychological medical conditions including diabetes, obesity, angina, asthma, arthritis, hypertension, anxiety and depression.
- Not all older people will feel confident following a training programme.
- Older people may not have access to transport to avail of this scheme.

5 A Day Initiative

- The 5 A Day initiative is aimed at getting 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 people's health, boost immune system, have a healthy body, lowers the chances of disease, obesity, type 2 diabetes, stroke and some cancers.
- Enables 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.
- It can be expensive to consume a diet of 5 A Day.

Change4Life Initiative

- Change4life is a government backed initiative. 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 aims to help older people make small, sustainable changes yet significant improvements in their diet and activity levels. It uses the slogan 'eat well, move more, live longer'.
- Continual promotion of the Change4life initiative is necessary to continue to ensure the message is communicated to all in society.

Other acceptable initiatives: daily/golden mile, healthy schools, cycle to work and smoking ban.

All other valid points will be given credit.

Level 1 ([1]–[4])

Overall impression: Basic

- Basic knowledge and understanding of how government initiatives have had a positive impact on the health of the nation. The candidate may include basic examples.
- Demonstrates a basic ability to examine the government initiatives that have had a positive impact on the health of the nation . The candidate will provide basic explanations.
- 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 government initiatives have had a positive impact on the health of the nation. The candidate will provide relevant examples.
- Demonstrates a good ability to examine how government initiatives have had a positive 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 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 government initiatives have had a positive 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 government initiatives have had a positive impact on the health of the nation. 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)

[10]

14

Total

100

**AVAILABLE
MARKS**