



*Rewarding Learning*

**General Certificate of Secondary Education  
2023**

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## **Physical Education**

Paper 1

Factors Underpinning  
Health and Performance

**[G9771]**

**WEDNESDAY 17 MAY, AFTERNOON**

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**MARK  
SCHEME**

## General Marking Instructions

### **Introduction**

Mark schemes are intended to ensure that the GCSE 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 Physical Education which are assessed in examination paper 1 and paper 2.

Candidates must:

- AO1** be able to recall knowledge and demonstrate understanding of the concepts, facts, terminology, principles and methods relating to the subject content;
- AO2** be able to apply effectively the concepts, facts, terminology, principles and methods relating to the subject content;
- AO3** be able to analyse, interpret and evaluate information and data relating to the subject content.

### **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 16-year-old which is the age at which the majority of candidates sit their GCSE 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 16-year-old GCSE 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.

### **Marking Calculations**

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

### **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 the 'best fit' bearing in mind that weakness in one area may be compensated for 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. The following guidance is provided to assist examiners.

**Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.

**Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

**High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### **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 as 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, examiners should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The candidate makes only 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 (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 some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 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)** Example answers:
- The skull protects the brain.
  - The rib cage, sternum and spinal column protect the heart and lungs.
  - The vertebrae protect the spinal cord.
- Award [0] for an answer not worthy of credit.  
Award [1] for a clear example of how the skeleton provides protection. [1]
- (b)** Example answers:
- Calcium
  - Phosphorus
  - Iron
- Award [0] for an answer not worthy of credit.  
Award [1] for a correct mineral stored in the bones. [1]
- (c)** Bone Marrow
- Award [0] for an answer not worthy of credit.  
Award [1] for identifying that red blood cells are produced in the bone marrow. [1]
- (d)** Example answers:  
The skeleton provides a mechanical support to the body holding the framework in place; this allows the body to cope with the force of gravity. To give rigidity and form to the body to create the body shape.
- Award [0] for an answer not worthy of credit.  
Award [1] for a competent knowledge of how the skeleton provides shape and support for the body. [1]
- (e)** Example answers:
- The skeleton provides a framework for the attachment of muscles.
  - The muscular and skeletal systems work together to allow movement.
  - When the muscles attached to the skeleton contract they pull on the bones, which act like levers to create movement.
- Award [0] for an answer not worthy of credit.  
Award [1] for a competent knowledge of how the skeleton provides a framework for the attachment of muscles.  
E.g. The skeleton provides a framework for the attachment of muscles.  
Award [2] for a highly competent knowledge of how the skeleton provides a framework for the attachment of muscles.  
E.g. The skeleton provides a framework for the attachment of muscles. When the muscles attached to the skeleton contract, they pull on the bones, which act like levers to create movement. [2]

6

		AVAILABLE MARKS
<p><b>2 (a) C</b> – carrying blood towards the heart.</p> <p>Award [0] for an answer not worthy of credit. Award [1] for correctly identifying statement C. [1]</p> <p><b>(b) A</b> – ingestion, digestion, absorption and excretion</p> <p>Award [0] for an answer not worthy of credit. Award [1] for correctly identifying statement A. [1]</p>		2
<p><b>3 Diffusion</b> is the movement of gas from an area of high concentration to an area of low concentration. After breathing in, the alveoli have a high concentration of <b>oxygen</b> which transfers into the blood capillaries, while <b>carbon dioxide</b> transfers from the capillaries to the alveoli.</p> <p>Award [0] for an answer not worthy of credit. Award [1] for stating the correct respiratory process of diffusion terminology. (3 × [1]) [3]</p>		3
<p><b>4 Example answers:</b></p> <ul style="list-style-type: none"> <li>• Food is taken into the body through the mouth, this is known as ingestion.</li> <li>• Food is mechanically digested by being broken down into smaller pieces by the teeth and tongue.</li> <li>• Food is chemically digested as saliva is secreted in the mouth to moisten the food and begin the digestion of carbohydrates.</li> </ul> <p>Award [0] for an answer not worthy of credit. Award [1] for a basic understanding of the role of the mouth as part of the digestive system. Award [2] for a moderate understanding of the role of the mouth as part of the digestive system. Award [3] for a competent understanding of the role of the mouth as part of the digestive system. Award [4] for a thorough and highly competent understanding the role of the mouth as part of the digestive system. [4]</p>		4
<p><b>5 Example answers:</b></p> <ul style="list-style-type: none"> <li>• To cope with blood being pumped at high velocity and under pressure, away from the heart.</li> <li>• To adjust their diameter to maintain blood pressure and to control blood flow.</li> </ul> <p>Award [1] for a competent understanding of the function of arteries during physical activity. E.g. Arteries have thicker, more muscular and more elastic walls of smooth muscle because they must cope with blood being pumped at high velocity. Award [2] for a highly competent understanding of the function of arteries during physical activity. E.g. Arteries have thicker, more muscular and more elastic walls of smooth muscle because they must cope with blood being pumped at high velocity and under pressure, away from the heart. [2]</p>		2

- 6 (a)** Example answers:
- Cardiac output is the volume of blood ejected from the heart in one minute.
  - Cardiac output = stroke volume (the volume of blood ejected from the heart per beat) × heart rate (the number of cardiac cycles per minute)
- Award [0] for an answer not worthy of credit.  
Award [1] for a clear understanding of cardiac output. [1]
- (b) (i) Calculation B**
- Award [0] for an answer not worthy of credit.  
Award [1] for identifying the correct cardiac output calculation for a person when exercising. [1]
- (ii) Example answers:**
- Calculation B shows a person's cardiac output when exercising as it is much higher than when the person is at rest.
  - When exercising cardiac output is higher because the person requires more blood and oxygen to be transported to the working muscles. The increase in the amount of blood being pumped to the body also helps with the removal of waste products e.g. lactic acid and carbon dioxide.
  - During exercise, the heart typically beats faster to pump more blood around the body. When you exercise the cardiac output increases as more blood is being pumped faster – increased venous return – which causes stroke volume to increase.
- Award [0] for an answer not worthy of credit.  
Award [1] for a basic understanding of how cardiac output is affected by participation in physical activities and sports.  
Award [2] for a competent understanding of how cardiac output is affected by participation in physical activities and sports.  
Award [3] for a thorough understanding of how cardiac output is affected by participation in physical activities and sports. [3]
- 7** Example answers:
- Increased stores of myoglobin which allows more oxygen to be stored within the muscle. This improves the body's ability to take more oxygen into the muscles during physical activity; up to 80% more.
  - An increase in the size and number of mitochondria. This improves the body's ability to increase the rate of energy production in aerobic performance.
  - An increased network of capillaries. This improves the body's ability to deliver more oxygen and nutrients (food) to the muscles and remove waste products faster (water and carbon dioxide) during physical activity.
  - These long-term effects mean the person can perform better aerobically, work harder and longer than before. With high intensity training the muscles improve their ability to use fats as fuel and become more efficient at using oxygen.
- Award [0] for an answer not worthy of credit.
- Level 1 ([1]–[2])**  
Overall impression – basic  
Basic to moderate understanding of the long-term effects that occur in the slow twitch muscle fibres because of long-term aerobic training.

5

The quality of written communication is basic. The candidate makes only 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 ([3]–[4])**

Overall impression – good

Moderate to competent understanding of the long-term effects that occur in the slow twitch muscle fibres because of long-term aerobic training.

The 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 some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 ([5]–[6])**

Overall impression – excellent

A highly competent and detailed understanding of the long-term effects that occur in the slow twitch muscle fibres because of long-term aerobic training.

The quality of written communication is 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. [6]

6

**8 Example answers:**

- Sensory nerves carry information from receptor organs to our central nervous system.
- Exteroceptors: these receive information from outside the person’s body, for example from their eyes and ears. When the coach demonstrated and explained the squat the person’s sensory receptors in the eyes and ears sent the coach’s information (“keep your knees shoulder width apart, weight on heels, look straight ahead, and keep your back straight” etc.) via the PNS to the CNS for processing.
- Interoceptors: these receive information from organs inside the person’s body e.g., lungs and digestive system. This helps to prepare the person to perform the squat e.g., by accelerating their heart rate by secreting a little adrenaline and reducing the function of their internal organs so more blood is available for the working muscles.
- Proprioceptors: these are found mainly in the person’s muscles, tendons and joints. They tell the brain where their limbs are positioned and will help the person to move their limbs into the squat position with accuracy. The brain tries to recall the coach’s important instructions and remember the image of good technique shown by the coach. It sends messages to their muscles to bend knees, hips, and distribute weight over the heels. But as this is a new pattern sometimes those messages may not quite go to the target area and the movement is not quite correct.

Award [0] for an answer not worthy of credit.

Award [1] for a competent understanding of the role of the stated sensory nerve types when performing a movement.

Award [2] for a highly competent understanding of the role of the stated sensory nerve types when performing a movement.

(3 × [2]) [6]

6

9 (a) C – weight gain

Award [0] for an answer not worthy of credit.

Award [1] for correctly identifying weight gain as the likely outcome of a person consuming more energy than they expend over an extended period of time. [1]

(b) This would cause significant weight loss.

Award [0] for an answer not worthy of credit.

Award [1] for stating the effect would be significant weight loss. [1]

10 (a) Example answers:

A negative consequence of obesity on physical health:

- increased risk of coronary heart disease
- increased risk of developing Type 2 diabetes
- increased risk of some cancers
- increased risk of osteoporosis
- depression
- less efficient immune system

A negative consequence of obesity on mental health:

- sedentary lifestyle
- decreased motivation
- high levels of stress/anxiety
- relationships can suffer
- feelings of insecurity
- depression

A negative consequence of obesity on social health:

- loss in self-belief and self-esteem
- loss of confidence to embrace challenges
- increased stress and anxiety
- feelings of loneliness/insecurity/unwanted
- depression

Award [0] for an answer not worthy of credit.

Award [1] for a clear understanding of the negative consequences of neglecting a key aspect of health.  
(3 × [1]) [3]

(b) Example answers:

- Exercise regularly to burn up calories that would otherwise be stored in the body as fat.
- Eat a healthy balanced diet to maintain the correct energy balance i.e. only eating the number of calories needed for energy expenditure, or consume less calories to remain in a calorie deficit to weight loss.
- Get the recommended hours of quality sleep as this will help the person feel less tired and reduce need to eat unnecessarily for a feeling of energy.
- Avoid alcohol as this is empty calories that if not used up by the person will be stored as fat. Many people increase the number of snacks they eat when drinking alcohol therefore stopping or reducing alcohol intake will help the person remain in a calorie deficit.

Accept other appropriate responses.

Award [0] for an answer not worthy of credit.

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Award [1] for identification of a positive lifestyle choice to reduce risk of obesity.  
 Award [1] for describing how this lifestyle choice could reduce risk of obesity.  
 (1× [2]) [2]

**AVAILABLE  
MARKS**

5

**11** Example answers:

- Get the recommended hours of sleep for your age
- Ensure the sleeping environment is right by having the bed comfortable
- Ensure the sleeping environment is right by the bedroom being a calm place to relax – no TV, games console, phone etc
- Ensure the sleeping environment is right by the bedroom being dark
- Exercise regularly to ensure you are tired enough to sleep; relieve stress
- Avoid caffeine (this is a stimulant; try warm milk instead)
- Avoid smoking (nicotine is a stimulant and addictive)
- Avoid alcohol (induces light sleep but impairs deeper and more restorative, sleep) and substance misuse
- Avoid large meals 2 hours before bed
- Relax for 30 mins before bedtime – no blue light
- Get up at the same time every day, even on weekends

Award [0] for an answer not worthy of credit.

Award [1] for stating a recommendation from the PHA to encourage good quality sleep.

(4 × [1]) [4]

4

**12** Example answers:

- Decrease in attentiveness, concentration or short-term memory
- Poor decision making
- In older people, may be related to cognitive decline
- Moodiness irritability and anxiety
- Poor co-ordination
- Delayed reaction time
- Increase of chronic illnesses – e.g. high blood pressure, diabetes, depression, cancer, heart attack and stroke
- Related to obesity in children and adults
- Reduces quality of life and early death

Accept other appropriate responses.

Award [0] for an answer not worthy of credit.

Award [1] for a competent understanding of the consequences of sleep deprivation on a person's health.

(2 × [1]) [2]

2

**13** Example answers:

- In the short-term drinking alcohol can lead to dehydration as alcohol is a diuretic. This will negatively affect performance as the person could suffer headaches or dizzy spells and be unable to concentrate on the game.
- In the short-term drinking alcohol can lead to a drop in a person's blood glucose/energy levels. This will negatively affect performance as the person's energy levels will be lower so they may be unable to work at as a high intensity in physical activity.
- Alcohol slows down the central nervous system which will negatively affect the person's coordination and reaction time. This will make it harder to coordinate movements; less able to concentrate and slower to react.
- Alcohol can slow down the heart rate, meaning less oxygen-rich blood

reaches the muscles, which will mean the person will not be able to participate in physical activity for as long a period as without drinking alcohol.

- Alcohol can slow down breathing and narrow airways, thereby reducing oxygen supply. This will mean the person will not be able to participate in physical activity for as long a period as without drinking alcohol.
- Alcohol can reduce pain and cause loss of feeling. This can negatively affect performance as the person may not notice they are injured and continue to exercise, which could lead to further injury or delayed recovery.

Accept other appropriate examples.

Award [0] for an answer not worthy of credit.

Award [1] for a competent understanding of the negative effect of alcohol on physical performance.

Award [2] for a highly competent understanding of the negative effect of alcohol on physical performance. [2]

2

**14 (a)** Example answer:

- The person will quit smoking in four months. They will share their objective to stop smoking with family or friends or GP.

The objective set should be specific, measurable, attainable, recorded and time-bound.

Award [0] for an answer not worthy of credit.

Award [1] for setting a SMART objective that covers two of the five principles to help the person quit smoking.

Award [2] for setting a complete SMART objective to help the person to quit smoking.

(1 × [2]) [2]

**(b)** Example answers:

- The person should plan what to do instead of smoking at the time they are most likely to smoke. For example, if in the past smoking when drinking a cup of coffee, drink tea instead. Tea may not trigger the desire for a cigarette. Or, when feeling stressed, take a walk instead of smoking a cigarette.
- The person should do activities that focus the hands and mind, e.g. computer games, solitaire, knitting, sewing, and crossword puzzles may help.
- If the person normally smokes after eating, find other ways to end a meal. E.g. eat a piece of fruit; get up and make a phone call; go for a walk.
- The person could change their daily schedule and habits. E.g. sit in a different chair or even a different room.
- The person could satisfy their smoking habits in other ways. E.g. eat celery or another low-calorie snack; chew sugarless gum; suck on a sweet.
- The person could get more exercise as this may relieve their urge to smoke.
- The person could reward themselves at the end of each day. E.g. put the money normally spent on cigarettes in a jar to later spend on a treat.
- The person could enrol in a stop smoking programme. Hospitals, health departments and community centres often offer programmes.
- The person could learn about self-hypnosis or other techniques.
- The person could ask their GP about available medicines that could help them to quit and stop them from starting again. E.g. nicotine patches, gum, lozenges, and sprays.

Award [0] for an answer not worthy of credit.

Award [1] for competently linking a target to the set SMART objective to help a person to quit smoking.

(2 × [1])

[2]

AVAILABLE  
MARKS

4

**15 (a) (i) Friends**

Example answers:

- Students are in regular contact with their friends in school e.g., break, lunch etc.
- Friends may have or are experiencing similar difficulties.
- Students trust their friends.

Award [0] for an answer not worthy of credit.

Award [1] for correctly identifying friends as the group of people students are most likely to contact when they need support dealing with difficult emotions.

Award [1] for stating a reason why students are likely to discuss difficulties with their friends.

(2 × [1])

[2]

**(ii) Doctor**

Example answers:

- Students may have to ask their parent/guardian to make an appointment to speak with the doctor and they are not ready to share their difficulties with family.
- The student may be embarrassed to speak to a doctor/stranger.
- The student may be afraid or fear the doctor might tell them something is wrong.
- The student may feel judged by their doctor.
- The student may be too shy to speak with their doctor.

Award [0] for an answer not worthy of credit.

Award [1] for correctly identifying doctors as the group of people students are least likely to contact when they need support dealing with difficult emotions.

Award [1] for stating a reason why students are less likely to discuss difficulties with their doctor.

(2 × [1])

[2]

**(b) (i) Hobbies**

Example answers:

- Students have easy access to a range of activities and clubs in and out of school.
- Students are aware of the benefits of getting a hobby to force them to take time to themselves.
- Students are aware of the benefits of having a hobby to distract them from worry or anxiety.
- Hobbies are a personal interest for the student.
- Hobbies provide enjoyment.
- Hobbies can benefit the student both physically and emotionally.

Award [0] for an answer not worthy of credit.

Award [1] for correctly identifying hobbies as the coping strategy used by the students to cope with difficult emotions.

Award [1] for stating a reason why students are likely to use hobbies as a coping strategy.

(2 × [1])

[2]

(ii) Example answers:

- Talk to someone
- Sleep

Award [0] for an answer not worthy of credit.

Award [1] for correctly identifying a positive coping strategy to deal with difficult emotions. [1]

(iii) 10%

Award [0] for an answer not worthy of credit.

Award [1] for correctly stating 10% of students used drugs or alcohol to cope with difficult emotions. [1]

(iv) Example answers:

- They may drink alcohol or abuse drugs to help forget their problems.
- They may drink alcohol or abuse drugs to numb their emotional pain.
- They may drink alcohol or abuse drugs as they might be encouraged by their friends that this will help them cope with their difficult emotions.
- They may drink alcohol or abuse drugs to naturally rebel against their family, school or society.

Award [0] for an answer not worthy of credit.

Award [1] for a competent understanding why some people use alcohol or drugs as a negative coping strategy. [1]

(v) Example answers:

- Doing nothing could make the problem worse.
- Doing nothing could lead the student to feeling totally overwhelmed.
- Doing nothing could lead the student to isolating themselves; alienating themselves from others.

Award [0] for an answer not worthy of credit.

Award [1] for a competent understanding of the consequences of not positively dealing with difficult emotions. [1]

10

16 Table 2

Health-related component of fitness	Training method	Type of exercise
Muscular Endurance	Circuit training/ weight training/ resistance training	E.g.: Body weight exercises/ weighted exercises/ resistance machine exercises
Flexibility	Static/dynamic	Types of stretches

Award [0] for an answer not worthy of credit.

Award [1] for stating an appropriate training method to develop muscular endurance.

Award [1] for stating an appropriate type of exercise to develop muscular endurance.

Award [1] for stating an appropriate training method to develop flexibility.  
Award [1] for stating an appropriate type of exercise to develop flexibility.  
(4 × [1])

[4]

AVAILABLE  
MARKS

4

17 (a) Example answers:

- Aerobic fitness: the Year 12 student's result is poor; it is significantly below both the class average (by 800 m) and normative data (by 1200 m).
- Muscular endurance: the Year 12 student's result is excellent; it is 8 repetitions more than the class average and 10 more repetitions than the result to get into the excellent category from the normative data.
- Flexibility: the Year 12 student's result is above average; it is 3 cm more than the class average but 5 cm less than the result to get into the excellent category from the normative data.

Award [0] for an answer not worthy of credit.

Award [1] for a moderate analysis of the student's fitness test results against comparative data for each health-related components of fitness, with little reference to the data provided.

Award [2] for a highly competent analysis of the student's fitness test results against comparative data for each health-related components of fitness, with good reference to the data provided.

(3 × [2])

[6]

(b) Health-related component: Aerobic fitness

Example answers:

- Frequency: To improve aerobic fitness the Year 12 student should participate in a minimum of 3 days a week. If the student is incapable of doing 3 days of vigorous or hard-intensity physical activity, this should be 7-days of moderate intensity physical activity.
- Intensity: the student should work between 5 and 7 RPE. 7 RPE is working at a vigorous to hard intensity and 5 RPE is working at a moderate intensity.
- Time: The student should participate in a minimum of 10 minutes of physical activity at any one time. 60 minutes minimum per day (total of 3 hours per week if working at 7 RPE; minimum of 4 hours per week if working at 5 RPE).
- Type: the student should participate in continuous steady pace training, interval training, fartlek training or circuit training to develop their aerobic fitness. The student can participate in any type of exercise they enjoy e.g. walk, run, swim, dance etc, as long as they are working within the correct intensity.

Award [0] for an answer not worthy of credit.

### Level 1 ([1]–[3])

Overall impression – Basic

A basic to moderate understanding and application of the FITT principles to develop a plan to develop aerobic fitness.

The quality of written communication is basic. The candidate makes only 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

A moderate to competent understanding and application of the FITT principles to develop a plan to develop aerobic fitness.

The 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 some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 ([7]–[9])**

Overall impression – excellent

A highly competent and detailed understanding and application of the FITT principles to develop a plan to develop aerobic fitness.

The quality of written communication is 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.

[9]

15

**18 Example answers:**

- Shorter working hours: the typical working week today is approximately 37 hours. This compares to before the Industrial Revolution when people were expected to work from 10-16 hours per day. Therefore, people today typically have increased leisure time.
- Greater opportunity to job share and work part-time: many people today choose to job share or work part-time hours, maybe to help with family commitments or they cannot find full time work. This would increase their leisure time.
- Increased life expectancy: people are generally living longer and therefore have more years of leisure time after retirement.
- Early retirement: many people nowadays choose to take early retirement, or employers have provided incentives to encourage older employees to retire earlier.
- Longer holidays: today many people get more holidays at Christmas, Easter and during the summer.
- Technological developments: technological advances in all areas of life means many people have more leisure time. This ranges from the use of technology in the home to the use of technology in the workplace, which can result in unemployment and enforced leisure time.

Award [0] for an answer not worthy of credit.

Award [1] for a competent understanding of a factor that has contributed to increased leisure time.

Award [2] for a highly competent understanding of a factor that has contributed to increased leisure time.

[2]

2

**19 Example answers:**

- Community sport – improving health and well-being:  
Disability Sport NI aim to improve the health of people with disabilities and long-term health conditions through increased participation. They would provide information on local clubs and promote the health benefits of an active lifestyle.
- Performance sport – develop sporting talent:  
Disability Sport NI lead the development of performance pathways. They

would give the person the opportunity to access facilities and support programmes to achieve a higher level of performance in sport.

- **Training and sport facility access:**  
Disability Sport NI develop and deliver training programmes which are more inclusive of people with disabilities, e.g. adapted activities, modified activities, own sports or through technological advances. This would help the person have full access by providing specialist training for coaches in the local area or ensuring the person has access to the sport facility.
- **Communication and engagement:**  
Disability Sport NI provide information on the opportunities available, by highlighting positive role models and by challenging negative attitudes and misconceptions about people with disabilities. With increased media and use of role models this would inform the person of all the potential opportunities in their local area.
- **Governance and income generation:**  
Disability Sport NI is an effective well governed organisation. They would support the governing bodies to ensure rules and activities were suitable and that the person was entitled to equal opportunities in sport like abled body performers.

### **Level 1 ([1]–[2])**

Overall impression – basic

Basic to moderate understanding of the functions and work of Disability Sport NI to promote participation of disabled people in physical activity and sport.

The quality of written communication is basic. The candidate makes only 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 ([3]– 4])**

Overall impression – good

A moderate to competent understanding of the functions and work of Disability Sport NI to promote participation of disabled people in physical activity and sport. to competent use of three examples in explaining the provision of opportunities.

The 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 some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 ([5]–[6])**

Overall impression – excellent

A highly competent and detailed understanding of the functions and work of Disability Sport NI to promote participation of disabled people in physical activity and sport.

The quality of written communication is 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.

[6]

6

**20 (a)** Example answers:

- The 5km Colour Run has been organised by a local charity. A group set up to meet a desire in the community, i.e. raise money for charity.
- The 5km Colour Run is non-profit making – the operating finance will come via fundraising.
- The 5km Colour Run was organised and implemented by a group of volunteers.

Award [0] for an answer not worthy of credit.

Award [1] for a competent understanding of the structure of the voluntary sector of the active leisure industry.

(2 × [1])

[2]

**(b)** Example answers:

- The 5km Colour Run raised £2450 from fundraising and made £2000 clear after all outgoings were considered for charity.
- The 5km Colour Run was an inclusive event as students could walk, jog or run.
- The 5km Colour Run was a fun event as the students got covered in coloured powder at the end of each km completed.
- There were no injuries.
- The 5km Colour Run could run to the planned timetable as all students turned up on time.
- They were able to enlist the help of 35 volunteers.
- This brought students together which would help develop friendships
- The water they used at the stations was provided free by a local supermarket.

Award [0] for an answer not worthy of credit.

Award [1] for a competent analysis and identification of a strength of the event.

(2 × [1])

[2]

**(c)** Example answers:

- Not all students participated in the 5km Colour Run; 10 of the students chose not to take part.
- The students had to travel to a local park to take part in the 5km Colour Run.
- It would have been very time consuming for the volunteers to clear up the mess of the coloured powder after the event.

Award [0] for an answer not worthy of credit.

Award [1] for a competent analysis and identification of a weakness of the event.

(2 × [1])

[2]

**(d)** Example answers:

- There is the opportunity that this could become an annual event to raise funds for the local charity.
- There is the opportunity that this event could be held with other year groups within the school at a different time of the year, or day before, to raise additional money for charity.
- There is the opportunity for the local charity to seek sponsorship from other local businesses to buy the coloured powder for the event.
- The local charity should review if they could hold the event on the school grounds to save £100.

Award [0] for an answer not worthy of credit.

Award [1] for a competent analysis and identification of an opportunity of the event.

(2 × [1])

[2]

(e) Example answers:

- The local charity would have had to have considered the weather for the event. They may have had to have a back-up plan of what to do if the weather had been poor e.g. a different date.
- The local charity would have had to consider if students would have failed to take part in the event. This may have influenced the local charity's decision to run a fun event and to raise the money for charity.
- The local charity would have had to consider the risk of injury to the students who chose to participate. The local charity would have created a risk assessment for the event and had a first aider on hand at the event.
- The local charity would have had to consider if students did not turn up to the event on time. They may have created a backup timetable for this eventuality.

Award [0] for an answer not worthy of credit.

Award [1] for a competent analysis and identification of a threat to the event.

(2 × [1])

[2]

**Total**

**AVAILABLE  
MARKS**

10

**100**