



**General Certificate of Secondary Education  
2025**

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## **Physical Education**

Paper 1

Factors Underpinning  
Health and Performance

**[G9771]**

**MONDAY 19 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) C: alveoli, bronchioles, bronchi, trachea

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

Award [1] for correctly identifying C.

(1 × [1])

[1]

(b) A: an increase in heart rate

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

Award [1] for correctly identifying A.

[1]

2

2 (a) A: synovial fluid

B: cartilage

C: ligament

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

Award [1] for correctly identifying each structure.

(3 × [1])

[3]

(b) *Example answers:*

- Ligaments are strong, elastic straps that keep bones in place. They return to their natural position and length after movement.
- Ligaments join bones to bones.
- Ligaments restrict unwanted movements of a joint.

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

Award [1] for a competent understanding of how ligaments provide stability for a synovial joint.

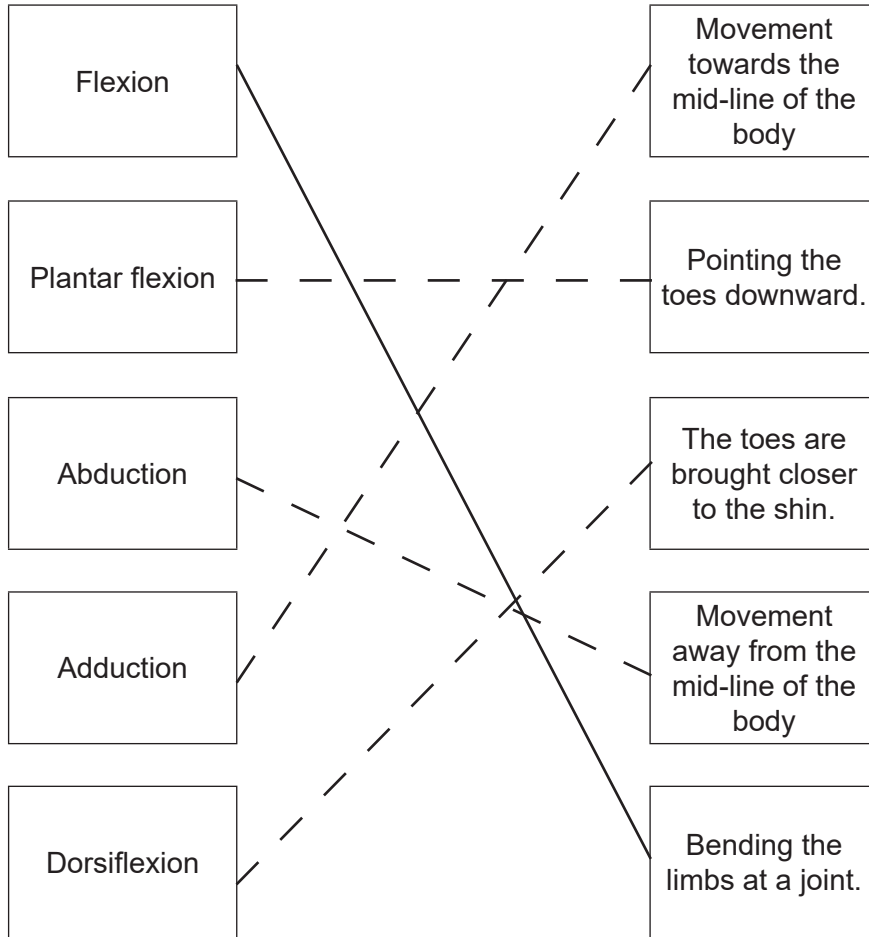
Award [2] for a highly competent understanding of how ligaments provide stability for a synovial joint.

[2]

5

AVAILABLE  
MARKS

3



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

Award **[1]** for each movement pattern correctly matched to a definition.

(4 × [1])

[4]

4

4 (a)

Image	Type of contraction
A: Wall sit	<b>Isometric</b> muscular contraction.
B: Running	<b>Isotonic</b> muscular contraction.
C: Biceps curl	<b>Isotonic</b> muscular contraction.
D: Handstand	<b>Isometric</b> muscular contraction.

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

Award **[1]** for identifying each correct type of muscular contraction.

(4 × [1])

[4]

(b) *Example answers:*

- An isotonic contraction is when a muscle is working against a resistance and it shortens or lengthens.
- An isometric contraction is when a muscle is working against a resistance, stays the same length and no movement is involved.
- An isotonic contraction involves movement of body parts e.g. a biceps curl.
- An isometric contraction involves no movement of body parts e.g. a handstand.

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

Award **[1]** for a competent understanding of the difference between an isotonic and an isometric muscular contraction.

Award **[2]** for a highly competent understanding of the difference between an isotonic and an isometric muscular contraction.

[2]

6

AVAILABLE MARKS

- 5 (a) *Example answers:*
- 1500m runner
  - Marathon runner
  - Athlete A has a higher percentage of slow twitch muscle fibres which are best suited to aerobic activities; low intensity; long duration.
  - Slow twitch muscle fibres do not tire easily; can work for longer periods of time.
  - Slow twitch muscle fibres contract slowly and are suitable for longer distant races, run at a steady pace and the athlete can last the event.

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

Award [1] for stating a suitable athletic event for Athlete A.

Award [2] for stating a suitable athletic event for Athlete A and a competent understanding of the relationship between muscle fibres and the demands of the event.

Award [3] for stating a suitable athletic event for Athlete A and a highly competent understanding of the relationship between muscle fibres and the demands of the event. [3]

- (b) *Example answers:*

- 100m sprint
- High jump
- Shot putt
- Athlete B has a higher percentage of fast twitch muscles which are best suited to anaerobic activities; high intensity; short duration.
- Fast twitch muscle fibres provide vast amounts of force; tire quickly and support quick, powerful movement; provide strength, power and speed.

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

Award [1] for stating a suitable athletic event for Athlete B.

Award [2] for stating a suitable athletic event for Athlete B and a competent understanding of the relationship between muscle fibres and the demands of the event.

Award [3] for stating a suitable athletic event for Athlete B and a highly competent understanding of the relationship between muscle fibres and the demands of the event. [3]

6

- 6 *Example answers:*

**Sensory function**

- The sensory nerves gather information from inside the body and the outside environment.
- The sensory nerves of the eyes see the incoming ball.
- The sensory nerves of the ears hear a teammate call you to make you aware to receive the ball.
- This information is carried to the central nervous system.

**Interpretative function**

- The interpretative function processes and interprets the sensory information.
- This helps the games player to judge the speed, height and direction of the incoming ball.
- This helps the games player to make a decision.

**Motor Function**

- The motor nerves convey this information to the muscles.
- The muscles move the body to help the games player to catch the ball.
- The limbs of the legs move at the right pace and direction of the incoming ball.
- The fine body movement of the fingers move to catch the incoming ball.

Award [0] for an answer not worthy of credit.  
 Award [1] for a competent understanding of the function of the nervous system helps a games player to catch a ball.  
 Award [2] for a highly competent understanding of the function of the nervous system helps a games player to catch a ball.  
 (3 × [2])

[6]

AVAILABLE  
MARKS

6

**7 Example answers:**

- Respiratory muscles (diaphragm and intercostal muscles) increase in strength. This means vital capacity and minute ventilation improves. This allows more oxygen to the working muscles so the person can exercise for longer.
- An increase in vital capacity allows for greater intake of air. This allows more oxygen to the working muscles so the person can exercise for longer.
- An increase in the number and diameter of capillaries surrounding the alveoli. This allows for more efficient gaseous exchange so the person can exercise for longer.

**Level 1 ([1] – [2])**

Overall impression – basic

Basic to moderate explanation of the long-term effects of exercise on the respiratory system and how each effect can help improve aerobic endurance. 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 explanation of the long-term effects of exercise on the respiratory system and how each effect can help improve aerobic endurance. 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 explanation of the long-term effects of exercise on the respiratory system and how each effect can help improve aerobic endurance.

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 sufficiently of a sufficiently high standard to make meaning clear.

[6]

6

8 (a) *Example answers:*

**Fats**

- Provide protection for vital organs
- Help maintain the body temperature; acts as insulation
- Acts as a secondary energy source
- Absorption of vitamins
- Vital for normal tissue functioning

**Protein**

- Needed for growth and repair
- Aids the development of muscle tissue
- Helps build muscle size
- Can be used as an energy source

**Water**

- Prevents dehydration and heatstroke
- Replaces water lost through urine and sweating
- Reduces viscosity of the blood allowing blood to flow easily
- Allows the body to control and maintain body temperature
- Helps in the removal of waste

**Vitamins**

- Needed for the functioning of muscles and nerves
- Helps the growth of body tissue
- Vitamin B helps release energy from food
- Vitamin C releases iron in food
- Vitamin D helps with the absorption of calcium from food

**Minerals**

- Calcium gives strength and rigidity to bones
- Sodium maintains the water balance of the body

**Dietary fibre**

- Provides bulk to faeces which helps with constipation

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

Award **[1]** for correctly stating a nutrient.

Award **[2]** for correctly stating a nutrient and its function.

(2 × [2])

[4]

(b) *Example answers:*

- Males generally require more calories than females due to having larger bodies.
- Teenagers generally require more calories than younger children as they are more active and are growing at a faster rate.
- Active people require more calories than those with a sedentary lifestyle as more energy is required when involved in physical activity.

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

Award **[1]** for a competent understanding of why different people have different energy needs.

Award **[2]** for a highly competent understanding of why different people have different energy needs.

(2 × [2])

[4]

8

			AVAILABLE MARKS
<p><b>9 (a)</b> Leisure is time when a person chooses to participate in activities that result in personal feelings of satisfaction, enjoyment and gratification.</p> <p>Award <b>[0]</b> for an answer not worthy of credit. Award <b>[1]</b> for clearly defining the meaning of leisure. [1]</p> <p><b>(b) Example answers:</b></p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Yoga</li> <li>• Walking</li> <li>• Cycling</li> <li>• Dancing</li> </ul> <p>Award <b>[0]</b> for an answer not worthy of credit. Award <b>[1]</b> for correctly stating a type of active leisure activity. [1]</p> <p><b>(c) Example answers:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Knitting</li> <li>• Board games</li> <li>• Video games</li> <li>• Painting</li> </ul> <p>Award <b>[0]</b> for an answer not worthy of credit. Award <b>[1]</b> for correctly stating a type of passive leisure activity. [1]</p>			3
<p><b>10 Example answers:</b></p> <ul style="list-style-type: none"> <li>• Develop more sport communities in NI.</li> <li>• Increase the number of people who adopt and sustain participation in sport and physical activity in NI.</li> <li>• Help NI athletes to win at the highest level.</li> <li>• Create a structured environment for sport in NI.</li> <li>• Collaborate with others e.g. sporting bodies</li> </ul> <p>Award <b>[0]</b> for an answer not worthy of credit. Award <b>[1]</b> for correctly stating one correct aim of Sport NI. (2 × [1]) [2]</p>			2
<p><b>11 Example answers:</b> Public sector can encourage people's participation in sport by providing:</p> <ul style="list-style-type: none"> <li>• a wide range of physical activities and sports</li> <li>• a wide range of facilities</li> <li>• subsidies to make participation more affordable</li> <li>• easy access to sporting facilities</li> <li>• taster courses on a wide range of physical activities and sports</li> <li>• sports coaching to develop skills</li> <li>• encouragement to those with disabilities through access, provision, and opportunity</li> </ul> <p>Award <b>[0]</b> for an answer not worthy of credit. Award <b>[1]</b> for a clear and competent understanding of how the public sector provision can encourage people's participation in sport. (3 × [1]) [3]</p>			3

12 (a) *Example answers:*

- The student's results in the 12-minute Cooper run shows that the student is running further each week. The student has improved by 250m after six weeks. This shows that the student's aerobic endurance improved.
- The student's results in the sit-up test shows that the number of repetitions has decreased over the six week programme. The student is completing five fewer repetitions after six weeks. This shows that the student's abdominal muscular endurance has not improved.

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

Award **[1]** for a competent analysis of the student's fitness test results.

Award **[2]** for a highly competent analysis of the student's fitness test results with reference to weekly progress.

(2 × [2])

[4]

(b) *Example answers:*

- The student will improve their muscular endurance by 10 repetitions in six weeks.
- The student will improve their aerobic endurance by 300m in six weeks.

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 student improve their fitness.

Award **[2]** for setting a complete SMART objective to help the student improve their fitness.

[2]

(c) *Example answers:*

- The student will complete a core programme three times a week.
- The student's core programme will involve repetitions between 13-25.
- The student will retest in three weeks to check progress.
- The student will run for 20 minutes three times a week.
- The student will run at an intensity of 6-7 RPE.

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

Award **[1]** for setting clear SMART targets to achieve the set objective.

(2 × [1])

[2]

8

13 (a) *Example answers:***Lifestyle**

All young people should minimise the amount of time being sedentary (sitting) for extended periods. 60% of the Year 12 students surveyed reported having a more sedentary than active lifestyle.

**Time**

Year 12 students need to do an average of at least 60 minutes per day across the week. They do not need to do one activity for an hour. They can spread their activity throughout the day. Fig. 3 shows that 30% of the students are meeting the recommended physical activity guidelines however 70% of students are not meeting the recommended guidelines.

**Intensity**

Year 12 students should be exercising at a moderate to vigorous intensity level. 30% of the students do not meet the recommended guidelines. Of the students who do exercise 70% work at the recommended moderate to vigorous intensity.

**Level 1 ([1] – [3])**

Overall impression – Basic

Basic to moderate understanding of the PHA physical activity guidelines to compare data against.

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

Moderate to competent understanding of the PHA physical activity guidelines to compare data against.

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 understanding of the PHA physical activity guidelines across all three areas. Data is used effectively to make comparisons.

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]

**(b) Example answers:**

- Walk briskly/faster between classes
- Walk to school at a faster pace to make your heart beat faster
- Play sport at lunchtime
- Complete a circuit training session at home
- Run or walk briskly up the stairs
- Track your activity levels daily e.g. using a smart watch to count your steps
- Join a sports club in school
- Cycle 30mins per day e.g. to school, in the evenings
- Complete household chores at a higher intensity e.g. hoovering, gardening
- Spend less time sitting playing a game console
- Reduce the time watching TV, using the computer or playing video games

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

Award **[1]** for a competent understanding of how to meet the PHA's physical activity guidelines.

(3 × [1])

[3]

(c) *Example answers:*

- Poor body image
- Lack of confidence
- Fear of judgement
- Embarrassment
- Low self-esteem
- Loss of interest
- Sport in school dominated by traditionally male games
- Exam pressure
- Not having enough time

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

Award **[1]** for a clear and competent understanding of the effect of gender on sustained participation.

(3 × [1])

[3]

15

**14** *Mental health example answers:*

Maintaining good mental health is essential for sustaining involvement in physical activities and sports for several reasons:

- Exercise helps you feel good promoting your mental health.
- Exercise releases endorphins that lifts your mood, reduces your stress and anxiety levels.
- Positive mental health can enhance motivation and enjoyment of physical activities and sports. Leading individuals to continue participating over time.
- Involvement in sports and physical activities can boost self-esteem and confidence. Improved self-esteem leading to continued participation due to a sense of accomplishment and pride from their involvement.
- Social support networks formed through participation in sports can offer a sense of belonging and camaraderie, which can positively impact mental health. Continued involvement in physical activities helps maintain these social connections, providing ongoing support and motivation.
- Engaging in sports and physical activities can teach valuable coping skills that transfer to other areas of life. Individuals with strong coping skills are better equipped to navigate the ups and downs of life, reducing the likelihood of giving up on physical activities during difficult times.
- Regular participation in physical activities can provide structure and routine to daily life, which is beneficial for mental health. Establishing a consistent exercise routine helps regulate sleep patterns, manage energy levels, and improve overall mood stability.

*Facilities example answers:*

Facilities play a crucial role in facilitating and sustaining involvement in physical activities and sports by providing the necessary infrastructure, resources, and environments conducive to participation.

- Accessible facilities, located within reasonable proximity to where people live, work or study, make it easier for individuals to engage in physical activities and sports regularly. Convenient access reduces barriers such as transportation issues and time constraints, making it more likely for people to participate consistently.
- Facilities that offer a diverse range of activities and sports cater to different preferences and fitness levels. This variety keeps activities engaging and encourages continued participation as individuals can explore different interests and find what suits them best.
- Comfortable changing rooms, clean facilities, properly functioning equipment, and adequate safety measures create a welcoming and safe environment that enhances enjoyment and satisfaction. When users have

access to quality facilities, they are more likely to return regularly for their physical activities and sports.

- Facilities that offer affordable membership options or subsidised fees ensure that cost is not a barrier to participation.
- Facilities that prioritise inclusivity by providing accessible facilities for individuals with disabilities, offering programmes tailored to diverse populations, create an environment where everyone feels welcome and valued. Making physical activities and sports accessible to a wide range of people encourages continued involvement and promotes a more diverse and inclusive community.

*Family example answers:*

Family support can significantly influence an individual's participation in physical activities and sports, contributing to their continued involvement over time:

- Family members who prioritise and participate in physical activities themselves serve as powerful role models. When physical activity is a regular part of family life individuals are more likely to adopt active lifestyles themselves, leading to continued involvement in sports and physical activities.
- Family members can provide encouragement and positive reinforcement, which are crucial for maintaining motivation. This encouragement helps individuals overcome challenges and stay committed to their involvement in sports and physical activities.
- Engaging in physical activities together as a family strengthens bonds and creates shared experiences, making individuals more likely to continue participating to maintain those bonds and relationships.
- Family members can provide practical support that facilitates participation in sports and physical activities. This may include transportation to and from games, helping to organise equipment, or assisting with scheduling to ensure time is allocated for exercise amidst other commitments. Family support makes it more feasible for individuals to continue their involvement in sports and physical activities.

**Level 1 ([1] – [3])**

Overall impression – Basic

Basic to moderate explanations on how each factor can affect lifestyle decisions in continuing involvement in physical activities and sports.

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

Moderate to competent explanations on how each factor can affect lifestyle decisions in continuing involvement in physical activities and sports.

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 explanations on how each factor can affect lifestyle decisions in continuing involvement in physical activities and sports.

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]

AVAILABLE  
MARKS

9

15 (a) *Example answers:*

- Increase the price of the entry fees.
- Organise sponsorship for the fun run.
- Apply for greater funding from the council.
- Ask for private donations e.g. local running clubs

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

Award **[1]** for a clear example of how to increase income for the event at the planning stage.

(2 × [1])

[2]

(b) *Example answers:*

The expenditure could be reduced by:

- advertising for volunteers in the local community instead of paying wages.
- ask the youth club members to volunteer.
- using social media platforms, for example the youth club website, instead of paying for advertising.
- getting a sponsor for the certificates.
- getting a sponsor for water and equipment.
- getting a better deal on insurance.
- using the youth club's equipment e.g. cones.

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

Award **[1]** for a clear example of how to reduce expenditure for the event.

(4 × [1])

[4]

6

16 (a)      ROUND 1          SEMI-FINALS          FINALS



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

Award **[1]** for a competent understanding of creating a knockout tournament draw for each stage of the competition.

Award **[2]** for a highly competent understanding of creating a knockout tournament draw for each stage of the competition.

(3 × [2])

[6]

- (b) Third place will be a play-off match between the loser from semi-final 1 and the loser from semi-final 2.

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

Award **[1]** for a competent understanding of creating the draw to decide third place in the knockout competition. [1]

- (c) *Example answers:*

**Communication skills**

- Clear and correct communication with players to ensure the information is presented clearly e.g. date, time, rules, schedule, court number etc.
- Interpersonal skills of speaking and listening to the players to deliver all required information for the tournament, answer any questions and to resolve in a respectful manner any issues.
- Computer skills for communicating with players the draw and time schedule of the event; to create the tournament draw.

**Organisational skills**

- Planning e.g. the date, time, rules, schedule etc.
- Managing that the schedule is followed with all matches taking place at the allocated times.
- Have all equipment set up to be able to start the tournament on time.
- Recording of results accurately at the end of each game to be able to organise the next round of matches.
- Budget for the event so that it does not run at a loss to the school.
- Booking the sports hall for the correct time and date.
- Organise volunteers to referee each of the four courts

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

Award **[1]** for a clear example of how the event organiser would use skills effectively to run a successful event.

(4 × [1])

[4]

**Total**

**AVAILABLE MARKS**

11

**100**