



NCFE Level 1/2 Technical Award in Sports Studies (603/7010/5)

Examined Assessment

Paper Number: **Sample Assessment**

Date: **Sample 2022**

Mark Scheme

v1.0 Pre-Standardisation

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This mark scheme has been written by the assessment writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently, do not change your approach to marking once you have been standardised.
- Reward learners positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the assessment objectives, so as not to over/under credit a response. Standardisation

materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a learner may produce. It is not a requirement either, that learners must cover all of the indicative content to be awarded full marks.

Assessment objectives

This unit requires learners to:

AO1	Recall knowledge and show understanding. The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding. The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
AO3	Analyse and evaluate knowledge and understanding. The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.

The weightings of each assessment objective can be found in the qualification specification.

Qu	Mark scheme	Total marks
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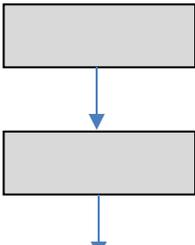
Section A

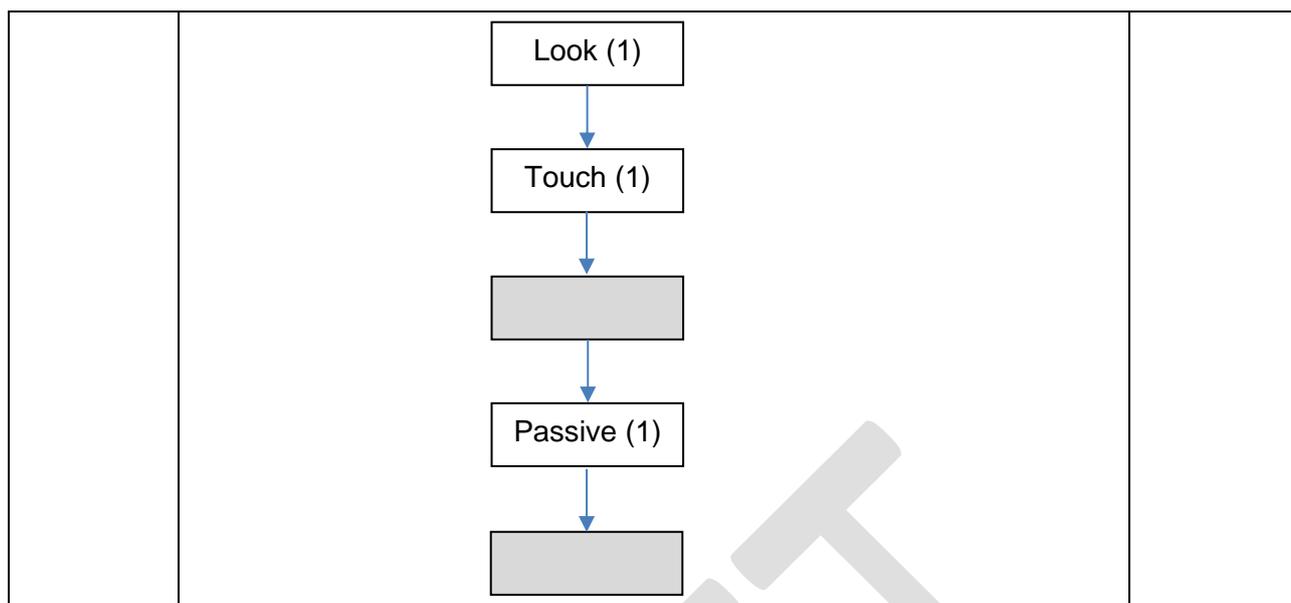
Total for this section: 20 marks

<p>1</p>	<p>Which one of the following is a benefit to physical wellbeing due to participating in sport?</p> <p>A: Improved communication skills B: Improved time management C: Reduced blood pressure D: Reduced stress</p> <p>Answer: C (Reduced blood pressure.)</p>	<p>1</p> <p>AO1=1</p>
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<p>2</p>	<p>Which one of the following is where sprains occur in the body?</p> <p>A: Bone B: Joint C: Ligament D: Muscle</p> <p>Answer: C (Ligament)</p>	<p>1</p> <p>AO1=1</p>
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<p>3</p>	<p>Which one of the following is an example of intrinsic motivation when taking part in a friendly rugby match?</p> <p>A: Participating for enjoyment B: Participating for recognition C: Participating to gain praise D: Participating to win trophies</p> <p>Answer: A (Participating for enjoyment.)</p>	<p>1</p> <p>AO2=1</p>
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<p>4</p>	<p>Complete figure 1 to show the injury assessment routine.</p> <p>Award one mark for each correct answer:</p> <div style="text-align: center;">  <pre> graph TD A[] --> B[] B --> C[] </pre> </div>	<p>3</p> <p>AO1=3</p>
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5 (a)	<p>Cryotherapy is a form of rehabilitation for injured sports performers.</p> <p>Jane has been told that she requires cryotherapy for an ongoing knee injury that is causing swelling and pain when exercising.</p> <p>Define cryotherapy and explain two procedures that Jane would receive.</p> <p>Award one mark for the correct definition:</p> <p>AO1</p> <ul style="list-style-type: none"> • the use of extreme cold in medical therapy (1). <p>AO2</p> <p>Award one mark for each correct explanation of the processes up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Jane could receive treatment in a whole body chamber if this was available at her treatment centre (1) • Jane could receive localised treatment by applying an ice pack to the knee to reduce swelling and pain • Jane could take an ice bath to help with the pain and swelling (1). <p>Accept any other suitable response.</p>	<p>3</p> <p>AO1=1</p> <p>AO2=2</p>
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<p>5 (b)</p>	<p>Giving two examples, explain why cryotherapy would have a positive effect on Jane’s injury.</p> <p>Award one mark for each correct explanation up to a maximum of two marks:</p> <ul style="list-style-type: none"> • causes blood vessels to constrict, which reduces blood flow and alleviates pain (1), swelling (1) and inflammation (1) • increased blood circulation occurs during whole body sports cryotherapy which provides the blood with more oxygen, delivering nutrients all around the body (1), helping Jane heal quicker (1) • with such extreme temperatures, the body tries to create balance or homeostasis again, boosting the immune system (1), improving Jane’s healing (1). <p>Accept any other suitable response.</p>	<p>2 AO2=2</p>
<p>6 (a)</p>	<p>Describe one feature of a closed skill and give one sporting example.</p> <p>Award one mark for any of the following descriptions of a closed skill feature up to a maximum of one mark:</p> <p>AO1</p> <ul style="list-style-type: none"> • stable and predictable environment (1) • performers can rely on fixed technique (1). <p>AO2</p> <p>Award one mark for a sporting example of a closed skill up to a maximum of one mark:</p> <ul style="list-style-type: none"> • shotput (1) • somersault in gymnastics (1) • free throw in basketball (1). <p>Accept any other suitable response.</p>	<p>2 AO1=1 AO2=1</p>

<p>6 (b)</p>	<p>Justify your sporting example.</p> <p>Award one mark for each relevant justification up to a maximum of three marks:</p> <p>AO3:</p> <ul style="list-style-type: none"> • when the skill is performed it is not affected by anyone around you (1) • the skill is done the same way every time (1) • the performer decides when to perform the skill (1) • the performer is always in control of what happens next in performing the skill (1). <p>Accept any other suitable response.</p>	<p>3</p> <p>AO3=3</p>
<p>7</p>	<p>Identify one example of an activity that an introvert may be suited to.</p> <p>Justify your choice.</p> <p>Award one mark for identifying a suitable activity for an introvert up to a maximum of one mark:</p> <p>AO2</p> <ul style="list-style-type: none"> • cycling (1) • long distance running (1). <p>Award one mark for any justifications up to a maximum of three marks:</p> <p>AO3</p> <ul style="list-style-type: none"> • introverts prefer to do things on their own so are attracted to individual sports (1) • introverts tend to have high levels of concentration so would be suited to this type of activity (1) • these activities are low arousal which would attract introverts as they tend to avoid high arousal activities (1). <p>Accept any other suitable response.</p>	<p>4</p> <p>AO2=1</p> <p>AO3=3</p>

Section B

Total for this section: 21 marks

8	<p>Which one of the following is the purpose of stimulants?</p> <p>A: To increase alertness and aggressiveness of a performer B: To increase the number of red blood cells in a performer C: To increase muscle mass of a performer D: To increase power and strength of a performer</p> <p>Answer: A (To increase alertness and aggressiveness of a performer.)</p>	<p>1</p> <p>AO1=1</p>
9	<p>Which one of the following is an advantage of sponsorship for the spectator?</p> <p>A: Increased match-day experience B: Increased personal profile C: Increased publicity for product D: Increased sales and revenue</p> <p>Answer: A (Increased match-day experience)</p>	<p>1</p> <p>AO1=1</p>
10	<p>Select one of the following statements to complete the sentence:</p> <p>_____ is an example of match fixing</p> <p>A: Agreeing a start time for an event B: Agreeing to a date for a match to take place C: Agreeing to bat first in a game of cricket D: Agreeing to miss a penalty in a penalty shootout</p> <p>Answer: D (Agreeing to miss a penalty in a penalty shootout)</p>	<p>1</p> <p>AO2=1</p>
11	<p>Jacob is a marathon runner who is being pressured to consider blood doping.</p> <p>State one reason why Jacob may use blood doping and explain one reason why blood doping may cause a negative side effect on him.</p> <p>Award one mark for the correct purpose up to a maximum of one mark:</p> <ul style="list-style-type: none"> • blood doping may increase Jacob's red blood cells to provide extra oxygen to his muscles for improved performance (1) 	<p>2</p> <p>AO1=1</p> <p>AO2=1</p>

	<p>Award one mark for any of the following explanations why blood doping may cause a negative side effect on Jacob up to a maximum of one mark:</p> <ul style="list-style-type: none"> • Jacob may experience blood clotting as too many red blood cells can cause blood to sludge (1) • Jacob may experience an increased risk of a heart attack (1) or stroke (1) because blood doping causes the blood to thicken and make the heart work harder • Jacob has an increased risk of infection/contamination (HIV, Hepatitis A, Hepatitis B) as blood doping is carried out by blood transfusion or injection (1). <p>Accept any other suitable response.</p>	
<p>12</p>	<p>A rugby club is discussing the option of a sponsorship deal which would involve the naming rights of their new home ground.</p> <p>Identify one advantage to the sponsor and explain your reason.</p> <p>Award one mark for any of the following reasons up to a maximum of one mark:</p> <p>AO1</p> <ul style="list-style-type: none"> • publicity for product/service (1) • advertising to large audiences (1) • increases brand image by association (1) • increases sales and revenue (1). <p>Award one mark for any of the following explanations up to a maximum of one mark:</p> <p>AO2</p> <ul style="list-style-type: none"> • (publicity for product/service) as the club has a new stadium, naming the ground after the firm will allow more publicity for the firm name (1) • (advertising to large audiences) there will be promotion of the new stadium to large audiences where the firm name would be attached to it (1) • (increases brand image by association) the brand name will be recognised by anyone who will be visiting or passing the stadium (1) • (increases sales and revenue) the increased exposure of the new stadium could see new orders from customers (1). 	<p>2</p> <p>AO1=1</p> <p>AO2=1</p>

	Accept any other suitable response.	
13	<p>Identify two types of sports media and for each type, give one example of a disadvantage to sports performers.</p> <p>Award one mark for each type of media up to a maximum of two marks:</p> <p>AO1</p> <ul style="list-style-type: none"> • TV (1) • radio (1) • print media (1) • internet (1) • social media (1). <p>Award one mark for each explained disadvantage up to a maximum of two marks:</p> <p>AO2</p> <ul style="list-style-type: none"> • (TV) being in the spotlight could lead to a performer becoming over-confident, which could lead to them underestimating their opponents (1) • (internet/print media/social media) spotlight on a performer's personal life means a loss of privacy, which could cause them to lose focus on their performance (1) • (TV/radio) unwarranted criticism in the press could lead to poor performances due to a lack of criticism (1) • (social media) being in the spotlight could lead to the performer becoming self-conscious, which could lead to worry, stress and a decrease in performance (1). <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
14	<p>State two types of fitness monitoring technology.</p> <p>Award one mark for each of the following answers up to a maximum of two marks:</p> <ul style="list-style-type: none"> • heart rate monitor (1) • breathing rate monitor (1) • fitness apps (1) • smart fitness watch (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO1=2</p>

<p>15 (a)</p>	<p>A domestic football league is considering using new technology to help with game play enhancement.</p> <p>State two ways technology may be used for game play enhancement within the football league and for each, describe how it would benefit the officials.</p> <p>Award one mark for each of the following answers up to a maximum of two marks:</p> <p>AO1</p> <ul style="list-style-type: none"> • Video Assistant Referee (VAR) (1) • Hawk-Eye (1). <p>Award one mark for each of the following answers up to a maximum of two marks:</p> <p>AO2</p> <ul style="list-style-type: none"> • (VAR) would help the league official as they could watch video footage and replays during a match to review the decisions made by the referee and give a second opinion(1) • (VAR) would benefit the referee by minimising human errors causing substantial influence on match results (penalty decisions, red cards) (1) • (Hawk-Eye) an official who watches video footage within a match would be a benefit to the referee as this can decide if the ball fully crosses the goal line (1) to decide if the goal is allowed (1). <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
<p>15 (b)</p>	<p>Using your previous examples, evaluate whether game play enhancement has been positive for officials in football.</p> <p>Award one mark for each of the following answers up to a maximum of four marks:</p> <ul style="list-style-type: none"> • (VAR/Hawk-Eye) it has reduced the number of errors, but decisions made by the official are now being questioned instead (1) • (VAR/Hawk-Eye) it allows all of the officials to communicate with each other to ensure the correct decision is made (1) • (VAR/Hawk-Eye) it has allowed the referee to be able to check their own decision on a monitor/TV screen (1) • (VAR/Hawk-Eye) it has resulted in some officials not making decisions and relying on game play enhancement to keep their reputation intact (1) 	<p>4</p> <p>AO3=4</p>

	<ul style="list-style-type: none">• (VAR/Hawk-Eye) it has reduced the authority of the referee as they know every key decision that they make may be overturned (1)• (VAR/Hawk-Eye) it takes the human nature out of the game as decisions are based solely on the criteria they have to meet relating to the assisted technology rather than their own judgement (1). <p>Accept any other suitable response.</p>	
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Section C

Total for this section: 21 marks

16	<p>Which one of the following is a responsibility of a Programme Co-ordinator?</p> <p>A: Devising the event plan B: Monitoring action plans C: Producing a risk assessment D: Securing revenues.</p> <p>Answer: B (Monitoring action plans.)</p>	<p>1</p> <p>AO1=1</p>
17	<p>Which one of the following is the leadership style when a coach involves all players in the decision-making process around match tactics?</p> <p>A: Autocratic B: Democratic C: Emergent D: Laissez-faire</p> <p>Answer: B (Democratic)</p>	<p>1</p> <p>AO1=1</p>
18	<p>Which one of the following is an example of a combination sports competition?</p> <p>A: Diamond League Athletics B: The Cricket World Cup C: The FA Cup D: UEFA Champions League</p> <p>Answer: A (Diamond League Athletics)</p>	<p>1</p> <p>AO2=1</p>
19 (a)	<p>A national netball competition is being organised and there is an entrance fee for teams to participate. The individual organising the event has received 59 entries.</p> <p>Spectators who wish to attend the competition will have to pay for tickets.</p> <p>There are 2 months until the competition commences, and all planning must be completed within 1 month prior to the date.</p>	<p>2</p> <p>AO1=1 AO2 = 1</p>

	<p>The planning team consists of:</p> <ul style="list-style-type: none"> • event director • marketing officer • health and safety officer • officials. <p>State one responsibility of the event director and one purpose of their role for this competition:</p> <p>AO1</p> <ul style="list-style-type: none"> • in charge of the event overall (1) • organising the event team by setting objectives (1) • establishing a budget by setting a secure avenue (1) • devising the event plan (1). <p>AO2</p> <p>Award one mark for each of the following explanation of the relevant chosen role:</p> <ul style="list-style-type: none"> • (in charge of the event overall) means the director will have to coordinate other members of the events team to ensure that all aspects of the event are planned and run smoothly (1) • (establishing a budget) the event director would be using this to plan how the competition would pay for and purchase enough materials required for 59 teams participating • (devising the event plan) The event director would be working with different individuals to fulfil their duties for the event to run smoothly as they only have one month to plan (1). <p>Accept any other suitable response.</p>	
<p>19 (b)</p>	<p>Explain two ways in which the marketing officer for the national netball competition can ensure that the competition does not run at a loss.</p> <p>Award up to four marks for each correct explanation:</p> <ul style="list-style-type: none"> • they could produce advertising materials that are designed to target netball clubs (1) which could encourage more teams to take part in the competition which would increase the amount of income (1) • they could promote the event in the local communities of the 59 teams participating (1) which could encourage more 	<p>4</p> <p>AO2=4</p>

	<p>spectators to buy tickets for the competition to support their local team (1)</p> <ul style="list-style-type: none"> • they could secure sponsorship for the competition from a sports related retailer (1) which could bring in money or provide facilities or equipment required for the competition (1). <p>Accept any other suitable response relating to the national netball competition.</p>	
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<p>19 (c)</p>	<p>Justify why a knockout competition would be the best format to use.</p> <p>Award one mark for each correct justification up to a maximum of four marks:</p> <ul style="list-style-type: none"> • as there are a large number of entries in the netball competition, it is the quickest way to get a winner (1) • there are 59 entries which is an odd number so, byes can be included to get the correct number of teams in each round (1) • in each round, half of the teams would be eliminated which would mean that it would be able to be over quickly and within in the 1 month period (1) • a ladder/league/round robin competition would not be suitable as they would take too long to complete and would not be finished in a month (1) • matches in the knockout tournament can be finished in 1 game with a penalty shootout, if necessary, which would allow enough time for the winner to be announced within 1 month (1). <p>Accept any other suitable response.</p>	<p>4 AO3=4</p>
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<p>20</p>	<p>Outline the difference between an emergent and prescribed leader.</p> <p>Award up to two marks for outlining the difference between an emergent and prescribed leader:</p> <ul style="list-style-type: none"> • a prescribed leader is appointed by a higher authority (1) whereas an emergent leader is someone who emerges as a leader from within a group over time (1). <p>Accept any other suitable response.</p>	<p>2 AO1=2</p>
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<p>21 (a)</p>	<p>State two roles of a sports coach.</p> <p>Award one mark for each correct role up to a maximum of two marks:</p> <ul style="list-style-type: none"> • skills developer (1) • motivator (1) • communicator (1) • developing self-confidence (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO1=2</p>
<p>21 (b)</p>	<p>Describe two coaching techniques that can be used to develop sports skills performances.</p> <p>Use sporting examples in your answer.</p> <p>Award one mark for each correct technique up to a maximum of two marks:</p> <p>AO1</p> <ul style="list-style-type: none"> • technical instruction (1) • coaching demonstrations (1) • simulation (1) • self-talk (1) • mental/skill rehearsal (1) • feedback (1). <p>Award one mark for describing how this can be used in a sporting example up to a maximum of two marks:</p> <p>AO2</p> <ul style="list-style-type: none"> • (technical instruction) a football coach could verbally instruct a player how to pass a ball by breaking down the skill with technical pointers (1) • (coaching demonstrations) a cricket coach could practically demonstrate the bowling action, allowing the performer to see a visual representation of the skill (1) • (simulation) a tennis coach could set up practices under conditions which reflect real life pressure, such as serving to stay in the match (1) • (self-talk) an athletics coach could give a sprinter key words to say to themselves at the start of a race which trigger enhanced effort and increased confidence (1) • (mental/skill rehearsal) a gymnastics coach could get their gymnast to prepare by getting them to actively visualise carrying out the routine prior to execution of performance (1) • (feedback) a football coach could help develop future performance by gathering opinions and advice about a 	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>

	<p>player's past performance and setting goals for improvement, such as an 80% pass completion rate (1).</p> <p>Accept any other suitable response.</p>	
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Section D

Total for this section: 18 marks

22	<p>A group of sports leaders are running a multi-sports skills session at a local primary school.</p> <p>Suggest the components of a skills session that will need to be planned for so that it is safe and engages all participants.</p>	<p>9</p> <p>AO1=3</p> <p>AO2=3</p> <p>AO3=3</p>								
<table border="1"> <thead> <tr> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">7–9</td> <td> <p>AO3: Excellent analysis and evaluation of how the planning of a skills session will ensure it is safe and engages all participants, that is comprehensive and highly relevant.</p> <p>AO2: Excellent application of knowledge and understanding of how the components of a skills session need to be planned for so that it is safe and engages all participants, that is comprehensive and highly detailed.</p> <p>AO1: Excellent recall of knowledge and understanding of the components of a skills session that is comprehensive. Subject specific terminology is used consistently throughout.</p> </td> </tr> <tr> <td style="text-align: center;">4–6</td> <td> <p>AO3: Good analysis and evaluation of how the planning of a skills session will ensure it is safe and engages all participants, that is detailed and mostly relevant.</p> <p>AO2: Good application of knowledge and understanding of how the components of a skills session need to be planned for so that it is safe and engages all participants, that is detailed and mostly relevant to the question.</p> <p>AO1: Good recall of knowledge and understanding of the components of a skills session that is mostly detailed. Subject specific terminology is used, but not always consistently.</p> </td> </tr> <tr> <td style="text-align: center;">1–3</td> <td> <p>AO3: Limited analysis and evaluation of how the planning of a skills session will ensure it is safe and engages all participants.</p> <p>AO2: Limited application of knowledge and understanding of how the components of a skills session need to be planned for so that it is safe and engages all participants, that has minimal detail and is mostly superficial.</p> </td> </tr> </tbody> </table>			Marks	Description	7–9	<p>AO3: Excellent analysis and evaluation of how the planning of a skills session will ensure it is safe and engages all participants, that is comprehensive and highly relevant.</p> <p>AO2: Excellent application of knowledge and understanding of how the components of a skills session need to be planned for so that it is safe and engages all participants, that is comprehensive and highly detailed.</p> <p>AO1: Excellent recall of knowledge and understanding of the components of a skills session that is comprehensive. Subject specific terminology is used consistently throughout.</p>	4–6	<p>AO3: Good analysis and evaluation of how the planning of a skills session will ensure it is safe and engages all participants, that is detailed and mostly relevant.</p> <p>AO2: Good application of knowledge and understanding of how the components of a skills session need to be planned for so that it is safe and engages all participants, that is detailed and mostly relevant to the question.</p> <p>AO1: Good recall of knowledge and understanding of the components of a skills session that is mostly detailed. Subject specific terminology is used, but not always consistently.</p>	1–3	<p>AO3: Limited analysis and evaluation of how the planning of a skills session will ensure it is safe and engages all participants.</p> <p>AO2: Limited application of knowledge and understanding of how the components of a skills session need to be planned for so that it is safe and engages all participants, that has minimal detail and is mostly superficial.</p>
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	<p>AO1: Limited recall of knowledge and understanding of the components of a skills session that has minimal detail. Subject specific terminology is often inappropriate, and a lack of understanding is evident.</p>	
0	No relevant material.	
<p>Examiners are reminded that indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response.</p> <p>It is not a requirement that the learner formulate a response specifically against each assessment objective as laid out in the indicative content (IC).</p> <p>A learner’s demonstration of recall (AO1) and application (AO2) of knowledge and understanding can be implied through the learner’s ability to analyse and evaluate the question topic required of AO3.</p> <p>Indicative content</p> <p>AO1 - Learners will recall knowledge and understanding of the components of a skills session that may include the following:</p> <ul style="list-style-type: none"> • risk assessment • warm-up • skill introduction and assessment • skill development • skill practise activity • measuring skill development • differentiating activities • cool-down. <p>AO2 - Learners will apply knowledge and understanding of how the components of a skills session need to be planned for so that it is safe and engages all participants that may include the following:</p> <ul style="list-style-type: none"> • risk assessment should be undertaken before any session to identify any hazards • warm-up should be performed at the start of the session to prepare the participants for the session 		

	<ul style="list-style-type: none"> • skill introduction and assessment will highlight the skill to be learned and the assessment criteria for correct performance • skill development will provide the opportunities with activities to develop the skill that is to be learned • measuring skill development will take place to identify the success of the participants in performing/learning the skill • differentiating activities will occur after an assessment has been made to ensure learning reflects the progress of the participants • cool-down to bring the participants' bodies and heart rates back to normal after vigorous activity. <p>AO3 - Learners will analyse and evaluate how the planning of a skills session will ensure it is safe and engages all participants that may include the following:</p> <ul style="list-style-type: none"> • risk assessment needs to be carried out to ensure that all participants are safe. Any hazards need to be identified and measures put in place to overcome these before a session can actually begin • warm-up will help prevent injury of the participants by getting the body and mind ready for the session ahead. This will include pulse raisers and stretches to reduce the chance of pulling muscles • skill introduction and assessment will provide the participants a clear picture of what is required to perform the skill. If this does not occur, the participants would not know how to learn and make progress • skill development will give the participants an opportunity to practise the technique of the skill that is to be learned. This practice is needed to develop the performance of the skill so that the participants do not have to think about what they are doing • measuring skill development will identify how the participants are performing in relation to the assessment criteria. If this does not take place, then the leaders would not know how to progress the session so that all participants could make progress • differentiating activities needs to occur once the measurement of skill development has taken place. Activities should be made easier/harder to suit the abilities of the different participants to allow them to make relevant progress 	
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	<ul style="list-style-type: none"> • (cool-down will mean that the participants will be ready to calmly move onto their next activity at school and also help to reduce any stiffness/soreness later. <p>Accept any other suitable response.</p>	
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23	<p>Working at the local sports centre, you have been approached by a member of the public who wants to take part in more physical exercise</p> <p>Vicky is 32 years old. She is married with two young children who attend school (aged 5 and 7).</p> <p>Vicky works part time on a Saturday and Sunday.</p> <p>When she was at school, she was very physically active and represented the school in netball and football. However, she currently takes part in no physical exercise due to a lack of time and money.</p> <p>Recommend solutions that the sports centre could take to encourage Vicky to start taking part in physical exercise again.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%; text-align: center;">Marks</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;">7–9</td> <td> <p>AO3: Excellent analysis and evaluation of different solutions that could be used to encourage Vicky to start taking part in physical exercise again, that is comprehensive and highly relevant.</p> <p>AO2: Excellent application of knowledge and understanding of different solutions that could be used to encourage Vicky to start taking part in physical exercise again, that is comprehensive and highly detailed.</p> <p>AO1: Excellent recall of knowledge and understanding of the different solutions that could be used to encourage Vicky to start taking part in physical exercise again, that is comprehensive. Subject specific terminology is used consistently throughout.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">4–6</td> <td> <p>AO3: Good analysis and evaluation of different solutions that could be used to encourage Vicky to start taking part in physical exercise again, that is detailed and mostly relevant.</p> <p>AO2: Good application of knowledge and understanding of how different solutions could be used to encourage Vicky to start taking part in</p> </td> </tr> </tbody> </table>	Marks	Description	7–9	<p>AO3: Excellent analysis and evaluation of different solutions that could be used to encourage Vicky to start taking part in physical exercise again, that is comprehensive and highly relevant.</p> <p>AO2: Excellent application of knowledge and understanding of different solutions that could be used to encourage Vicky to start taking part in physical exercise again, that is comprehensive and highly detailed.</p> <p>AO1: Excellent recall of knowledge and understanding of the different solutions that could be used to encourage Vicky to start taking part in physical exercise again, that is comprehensive. Subject specific terminology is used consistently throughout.</p>	4–6	<p>AO3: Good analysis and evaluation of different solutions that could be used to encourage Vicky to start taking part in physical exercise again, that is detailed and mostly relevant.</p> <p>AO2: Good application of knowledge and understanding of how different solutions could be used to encourage Vicky to start taking part in</p>	<p>9</p> <p>AO1=3</p> <p>AO2=3</p> <p>AO3=3</p>
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	<p>physical exercise again, that is detailed and mostly relevant.</p> <p>AO1: Good recall of knowledge and understanding of the different solutions that could be used to encourage Vicky to start taking part in physical exercise again, that is mostly detailed. Subject specific terminology is used, but not always consistently.</p>	
1–3	<p>AO3: Limited analysis and evaluation of different solutions that could be used to encourage Vicky to start taking part in physical exercise again.</p> <p>AO2: Limited application of knowledge and understanding of how different solutions could be used to encourage Vicky to start taking part in physical exercise again, that has minimal detail and is mostly superficial.</p> <p>AO1: Limited recall of knowledge and understanding of the different solutions that could be used to encourage Vicky to start taking part in physical exercise again, that has minimal detail. Subject specific terminology is often inappropriate, and a lack of understanding is evident.</p>	
0	No relevant material.	

Examiners are reminded that indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response.

It is not a requirement that the learner formulate a response specifically against each assessment objective as laid out in the indicative content (IC).

A learner’s demonstration of recall (AO1) and application (AO2) of knowledge and understanding can be implied through the learner’s ability to analyse and evaluate the question topic required of AO3.

Indicative content

AO1 - Learners will recall knowledge and understanding of different solutions that could be used to encourage Vicky to

	<p>start taking part in physical exercise again that may include the following:</p> <ul style="list-style-type: none"> • sessions for different user groups • off-peak memberships • timing of sessions • initiatives • use of sporting role models • promotion of cost-effective activities • reduced prices • family membership packages • provision of equipment • provision of transport • promotion of online activities. <p>AO2 - Learners will apply knowledge and understanding of different solutions that could be used to encourage Vicky to start taking part in physical exercise again that may include the following:</p> <ul style="list-style-type: none"> • sessions for different user groups: the sports centre could provide activities where both parents and children could participate in together • off-peak memberships could be offered at a reduced price and at quiet times of the day which would help Vicky • timing of sessions: these sessions could be provided during lunchtimes or during the school day to make them accessible when Vicky's children are at school • initiatives can be promoted to encourage parents of young children like Vicky to return to physical exercise • use of sporting role models who have also have young children like Vicky can be used to motivate and inspire individuals to participate in physical exercise • the sports centre could promote cost-effective activities such as walking/running/cycling which do not cost a lot of money to participate in on a regular basis • reduced prices can be offered to those individuals/families on low incomes such as Vicky's • family membership packages can be offered to encourage Vicky to participate in sports with her husband and children at the same time • provision of equipment to reduce the cost to Vicky starting to participate in physical exercise 	
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	<ul style="list-style-type: none"> • provision of transport which could reduce the cost of Vicky participating in physical exercise • promotion of online activities as these could be done at home at a time suited to Vicky’s children being at school. <p>AO3 - Learners will analyse and evaluate different solutions that could be used to encourage Vicky to start taking part in physical exercise again that may include the following:</p> <ul style="list-style-type: none"> • sessions for different user groups: this will reduce the need for Vicky to find a babysitter to participate in physical activity as her children could participate in the same activity • off-peak memberships will allow Vicky to participate in activities at times when other family members may be available to look after the children or when they are at school. These are often cheaper so will also make the sessions more financially accessible for Vicky • timing of sessions could help Vicky participate in physical exercise because if sessions are at times when she does not have to look after her children (during the school day), then she would be able to access these • initiatives, such as National Governing Body (NGB) return to sport campaigns, could encourage Vicky to take up sports that she used to enjoy and take part in at school • use of sporting role models could inspire Vicky and remind her of the good feelings she had when taking part in sport which could encourage her to start participating again • promotion of cost-effective activities can highlight to Vicky that there are activities such as walking/jogging that can be carried out without any expense so a lack of money would not be a barrier • reduced prices for low-income families could mean that activities that may have interested Vicky but were too expensive are now affordable and accessible • family membership packages could reduce the need for a babysitter as all of the family could attend an activity/facility at the same time to participate in physical exercise • provision of equipment could mean that a wider variety of activities are accessible to Vicky as she does not have to spend any money buying the equipment to participate • provision of transport could mean that if Vicky had no form of transport or could not afford public transport, then this barrier to accessing physical exercise is removed 	
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	<ul style="list-style-type: none">• promotion of online activities would highlight to Vicky how she can be physically active in the home (which would be free) and she could complete this after the children had gone to bed so no childcare would be needed. <p>Accept any other suitable response.</p>	
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DRAFT

Assessment marking grid

Question	AO1	AO2	AO3	Total	Q type
Section A					
1	1*			1	MCQ
2	1*			1	MCQ
3		1		1	MCQ
4	3*			3	SAQ
5 (a)	1	2		3	SAQ
5 (b)		2		2	SAQ
6 (a)	1	1		2	SAQ
6 (b)			3	3	SAQ
7		1	3	4	SAQ
Total	7	7	6	20	
*Kil	5				

Question	AO1	AO2	AO3	Total	Q type
Section B					
8	1*			1	MCQ
9	1*			1	MCQ
10		1		1	MCQ
11	1	1		2	SAQ
12	1	1		2	SAQ
13	2	2		4	SAQ
14	2*			2	SAQ
15 (a)	2	2		4	SAQ
15 (b)			4	4	SAQ
Total	10	7	4	21	
*Kil	4				

Question	AO1	AO2	AO3	Total	Q type
Section C					
16	1*			1	MCQ
17	1*			1	MCQ
18		1		1	MCQ
19 (a)	1	1		2	SAQ
19 (b)		4		4	SAQ
19 (c)			4	4	SAQ
20	2*			2	SAQ
21 (a)	2*			2	SAQ
21 (b)	2	2		4	SAQ
Total	9	8	4	21	
*Kil	7				

Question	AO1	AO2	AO3	Total	Q type
Section D					
22	3	3	3	9	ERQ
23	3	3	3	9	ERQ
Total	6	6	6	18	

Paper totals					
Marks	32	28	20	80	
%	40%	35%	25%		
Total Kil	16				