



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

Examined assessment

Paper number: Past paper

Date: Summer 2024

Mark Scheme

v1.0 Post-Standardisation

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 (AO) 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 reverse 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 (AOs), 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 (AOs)

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 (AO) can be found in the Qualification Specification.

Qu	Mark scheme	Total marks
----	-------------	-------------

Section A

Total for this section: 20 marks

1	Which one of the following describes massed practice? A Continuous practice of a skill without any rest or intervals B Develops a skill without breaking it down into parts C Repeating the same practice / movement continuously D Skill development is interspersed with other training or rest Answer: A – Continuous practice of a skill without any rest or intervals	1 AO1=1
2	Which one of the following is an externally influenced cause of sports injury? A Inappropriate clothing / footwear B Muscle imbalance / alignment C Poor technique D Repetitive actions Answer: A – Inappropriate clothing / footwear	1 AO1=1
3	Which one of the following activities is most likely to suit a performer with an extroverted personality? A Archery B Basketball C Golf D Snooker Answer: B – Basketball	1 AO2=1
4 (a)	State three characteristics of an acute injury. Award one mark for each correct answer up to a maximum of three marks: • sudden / severe pain (1) • swelling around injured site (1) • restricted movement (1)	3 AO1=3

	• weakness in affected area (1) • protruding bone or joint visibly out of place (1) • bruising (1). Accept any other suitable responses.	
--	--	--

4 (b)	Describe how the following parts of the ‘PRICE’ procedure would benefit someone who had suffered a sprained ankle: • ice • elevation. Award one mark for each correct description up to a maximum of two marks. • Ice – causes blood vessels to constrict, which reduces blood flow and alleviates pain / swelling / inflammation (1). • Elevation – causes the blood to flow slower to the ankle which will prevent swelling / reduce blood pooling which could cause swelling (1). Only credit reference to swelling once. Accept any other suitable responses.	2 AO2=2
--------------	---	-------------------------------------

5 (a)	Describe one feature of an open skill. Give one sporting example of an open skill. AO1 Award one mark for any of the following descriptions of an open skill feature: • affected by environmental stimuli (1) • continually having to adapt technique during unpredictable situations (1). AO2 Award one mark for a sporting example of an open skill: • dribbling in football (1) • passing in netball (1) • hitting a ball in tennis (1). Accept any other suitable responses.	2 AO1=1 AO2=1
--------------	---	---

--	--	--

5 (b)	Justify the sporting example you gave in Question 5 (a). Award one mark for a relevant justification up to a maximum of three marks. • When the skill is performed it is affected by someone around you (1). • The skill is done differently each time (1). • The performer does not decide when to perform the skill, it is externally paced (1). • The performer is not in control of what happens next in performing the skill (1). • When the skill is performed it is affected by environmental factors, for example weather / crowd / opponents (1). • When the skill is performed it is affected by the surface being played on such as heavy pitch / uneven surface (1). Accept any other suitable responses.	3 AO3=3
--------------	---	-------------------------------------

6	Define ‘cognitive anxiety’. Explain two ways cognitive anxiety may affect the performance of an individual participating in sport. AO1 Award one mark for a correct definition: • mental manifestation of anxiety / in the mind (1) • negative thoughts and doubts / worry (1). AO2 Award one mark for each explanation of how cognitive anxiety may affect performance up to a maximum of two marks. • Could cause fear which means the performer may not be prepared to take risks when performing (1). • Could cause apprehension which means the performer may make more mistakes when performing (1). • Could cause confusion which means the performer may be slow in making decisions while performing (1). • Could mean the performer is not able to concentrate so is not focused on performing (1).	3 AO1=1 AO2=2
----------	--	---

	• Could cause a lack of sleep which means the performer does not have enough energy to perform effectively (1). • Could cause panic which causes poor decision making (1). Accept any other suitable responses.	
--	--	--

7 (a)	Give one example of extrinsic motivation. Award one mark for a correct example: • money (1) • awards (1) • publicity (1) • prizes / trophies (1) • praise (1). Do not accept rewards. Accept any other suitable responses.	1 AO2=1
--------------	---	-------------------------------------

7 (b)	Discuss the possible effects of using extrinsic motivation with a performer. Award one mark for each possible effect discussed up to a maximum of three marks. • The performer may train harder which results in better performances in matches / races (1). • The performer may put more effort into their performance during matches / races which allows better results / outcomes to occur (1). • The performer may become obsessed with receiving money / awards / publicity that they over-exert themselves which may lead to injury (1). • The performer may be desperate to achieve money / awards / publicity that they perform too often and become tired which results in below optimal performance (1). • The performer may only participate to receive money / awards / publicity so if they do not receive this or it is not available, they may be demotivated and give up (1). Accept any other suitable responses.	3 AO3=3
--------------	--	-------------------------------------

8	Which one of the following is banned from sponsoring sporting events? A Fast food company B Health food company C Soft drinks company D Tobacco company Answer: D – Tobacco company	1 AO1=1
9	Which one of the following is an example of goal line technology? A Hawk-Eye B Hudl C Television match official D Third umpire Answer: A – Hawk-Eye	1 AO1=1
10	Which one of the following activities would a performer most benefit from blood doping? A Archery B Long jumping C Marathon running D Weightlifting Answer: C – Marathon running	1 AO2=1
11	State two sectors of sport marketing. Award one mark for each correct response up to a maximum of two marks: • advertising of sport and sport associations (1) • use of sport to promote products (1) • promotion of sport to increase participation (1) • branding (1) • sales (1). Do not accept reference to sponsorship. Accept any other suitable responses.	2 AO1=2

12 (a)	Sarah is a 1500 m runner. She plans to use performance analysis technology as part of her training. State two types of performance analysis technology. Describe how Sarah may use each to improve her performance. AO1 Award one mark for each correct type of performance analysis technology up to a maximum of two marks: • pro suite – video analysis and player development tool (1). • player tracker / global positioning system (GPS) – tracks and records performance data (1). • heart monitor vests (1). AO2 Award one mark for how these can be used by Sarah to improve her performance up to a maximum of two marks. • (Pro suite – video analysis and player development tool) Sarah could use this to identify faults in her running technique which if improved upon could lead to faster times (1). • (Player tracker / GPS – tracks and records performance data) Sarah will be able to track her training runs so she can look to improve by running faster over the same routes (1). • (Heart monitor vests) Sarah can use this data to see if she was working at the right intensity to get benefits from the exercise (1). Accept any other suitable responses.	4 AO1=2 AO2=2
--------	---	---

12 (b)	State two ways that technology has had a positive influence on spectators. Describe how each has made spectators more engaged in sport. AO1 Award one mark for each correct way that technology has had a positive influence on spectators up to a maximum of two marks. • Increased home and match day entertainment experience (1). • Wider access to a range of sports (1).	4 AO1=2 AO2=2
--------	--	---

	- Enhanced ways of purchasing tickets and merchandise (1). - All-weather surfaces make games accessible all year round (1). - Spectatorship becomes more interactive (1). - Spectators are better informed about the sport through on-screen information (1). - Provides added safety measures and crowd control (1). AO2 Award one mark for a correct description of how each has made spectators more engaged in sport up to a maximum of two marks. (Increased home and match day entertainment experience) which could lead to spectators attending more matches or watching more on TV (1). (Wider access to a range of sports) which could introduce new sports to spectators, which spectators may then become interested in (1). (Enhanced ways of purchasing tickets and merchandise) online sales may mean that spectators have easier access to tickets so attendance could increase (1). (All-weather surfaces make games accessible all year round) which means that very few matches will be postponed so interest amongst spectators will be kept high (1). (Spectatorship becomes more interactive) which means they feel part of the sport / club so become more engaged in it (1). (Spectators are better informed about the sport through on-screen information) which means they are more educated about their sport / club so are more engaged in their progress (1). (Provides added safety measures and crowd control) which could make attending sport more enjoyable which increases the willingness of spectators to attend (1). Accept any other suitable responses.	
--	--	--

13 (a)	Define gamesmanship and sportsmanship. Award one mark for each correct definition up to a maximum of two marks. - Gamesmanship is the use of various ploys and tactics / bending the rules to gain an unfair advantage over an opponent (1). - Sportsmanship is displaying fair and generous behaviour in a sporting contest / respect for others (1). Do not accept examples of each. Accept any other suitable responses.	2 AO1=2
---------------	---	-------------------------------------

13 (b)	Explain one way anabolic steroids could help the performance of a 100 m sprinter. Award one mark for each correct explanation point of how anabolic steroids could help the performance of a 100 m sprinter up to a maximum of two marks. • Allows the sprinter to become physically stronger by increasing the rate and amount of muscle growth (1). This will aid the sprinter to push through for longer in the acceleration (1). • Means the sprinter can run faster as they will build the size and strength of their muscles (1). This may lead to an increased stride length, allowing the sprinter to apply more force into the ground (1). • Enables the sprinter to have more strength and train harder for longer, as recovery will speed up (1). This will help the sprinter maintain their strength for the duration of the 100 m sprint (1). Accept any other suitable responses.	2 AO2=2
--------	--	-------------------------------------

13 (c)	Jack is an international cyclist. He is currently struggling to get the results he hoped for and is considering taking performance-enhancing drugs to improve his performance. Assess the consequences for Jack and for the sport of cycling if Jack took performance-enhancing drugs and was caught doing this. Award one mark for each correct assessment of the consequences for Jack and cycling if he took performance-enhancing drugs and was caught doing this up to a maximum of four marks. • Jack would be banned from competing which could mean the end of his cycling career as no team may want him in future years (1). • Reputation of the sport of cycling is damaged which could cause a decrease in its popularity (1). • Successful performers may be suspected of cheating giving the sport a negative image (1). • Jack and the sport of cycling could lose income due to loss of sponsorship (1). • Reduced numbers of spectators wanting to attend cycling events due to negative publicity (1). • Participation levels in cycling may fall as people think it is impossible to achieve without taking drugs or doping (1).	4 AO3=4
--------	---	-------------------------------------

	• The sport of cycling has to invest more money into drug testing, rather than helping elite or grass-roots athletes, therefore standards can drop (1). • Loss of trust in results – results lose reliability (1). • Need to revisit previous scores / results / records and redistribute titles and medals (1). • ‘Honest’ athletes are tarred with the same brush and lose credibility (1). • Side effects for Jack / health issues later in life (1). Accept any other suitable responses.	
--	---	--

Section C

Total for this section: 21 marks

14	Which one of the following is the main reason a pulse raiser is included in a warm-up? A Demonstrate a skill B Remove lactic acid C Stretch the muscles D Warm the muscles Answer: D – Warm the muscles	1 AO1=1
15	Which one of the following is a principle of SMART goal setting? A Accepted B Meaningful C Realistic D Tangible Answer: C – Realistic	1 AO1=1
16	Which one of the following is the leadership style when a leader controls all decision making with no input from others? A Autocratic B Democratic C Emergent D Prescribed Answer: A – Autocratic	1 AO1=1

17 (a)	State two responsibilities of a sports event finance officer. Award one mark for each correct response up to a maximum of two marks: - controlling budget (1) - securing revenues / sales / prices (1) - paying bills (1) - managing bookings (1). Accept any other suitable responses.	2 AO1=2
17 (b)	Explain two ways a health and safety officer can make sure that a sports competition runs smoothly. Award one mark for each correct explanation point of how a health and safety officer can make sure that a sports competition runs smoothly up to a maximum of four marks. - Prior to the event they would ensure that a risk assessment was in place (1) to try and eliminate any dangers to participants (1). - They would engage with emergency services to ensure that they would be in attendance (1) to deal with any medical / security / fire emergency that could occur (1). - They would ensure safety equipment (first aid kit, emergency contact phone, defibrillator) were at hand (1) in case of illness or injury to participants which needed to be dealt with (1). - They would ensure that all staff had gone through safety training / sport-specific training (1) so that they run the event in a safe manner to avoid injuries to participants (1). - They would check the pitch / area before the competition (1) to ensure there are no / to remove any potential hazards (1). Accept any other suitable responses.	4 AO2=4
17 (c)	A netball development officer has received 10 entries for a new competition that she has set up. The competition is to be played between September and May. The aim of the competition is to increase the amount of netball being played by all players. Justify why a league would be the best format to use. Award one mark for each correct justification up to a maximum of four marks.	4 AO3=4

	- As the competition is played over 8 months there is enough time for teams to play each week, ensuring a high number of games (1). - Playing teams multiple times will give more game time which is an aim of the competition (1). - As there are only 10 teams this would be the best way to ensure playing time is maximised as well as playing different opponents on a weekly basis (1). - Fair method as all teams play each other (1). - A knockout competition would not be suitable as this would not provide enough netball playing time as when they lose, they would be out of the competition (1). Accept any other suitable responses.	
--	--	--

18 (a)	State two ways that a coach could use verbal communication. Explain how each may help improve the performance of their participants. AO1 Award one mark for each correct way a coach could use verbal communication up to a maximum of two marks: - clear and concise speech (1) - active listening (1) - reinforcement of points / feedback / team talk / instructions / praise (1). Do not accept encourage / congratulations. AO2 Award one mark for how each may improve the performance of their participants up to a maximum of two marks. (Clear and concise speech) will ensure participants are totally clear of what they are to do in the activity (1). (Active listening) will mean that participants will be able to share their opinions thoughts and be fully involved in their own learning (1). (Reinforcement of points / feedback / team talk / instructions / praise) will highlight the coaching points that participants need to be aware of to improve performance (1). Accept any other suitable responses.	4 AO1=2 AO2=2
---------------	---	---

--	--	--

18 (b)	State two methods that can be used to identify the strengths and weaknesses of a performer's skills. Describe how each of these methods will be used to improve the performer's skills. AO1 Award one mark for each correct method that can be used to identify a performer's strengths and weaknesses of skills up to a maximum of two marks: Coach / peer assessments • visual assessment (1) • video analysis (1) • performance against technical development plan (1). Self-assessments • review progress in all aspects of performance (1) • identify areas of development (1) • compare previous performances (1) • compare performance against national benchmarks (1). Data analysis • collate and analyse set standards to compare own performance against (1). AO2 Award one mark for how each may improve the performance of their participants up to a maximum of two marks. Coach / peer assessments • (Visual assessment) used by the coach to allow them to identify areas of technique / performance that need to be improved (1). • (Video analysis) will be able to break down the technique of the skill being performed so that the performer can adjust this if needed (1). • (Performance against technical development plan) can be used by a coach to highlight which skills are being performed well and which ones need more work on (1). Self-assessments	4 AO1=2 AO2=2
--------	---	---

	• (Review progress in all aspects of performance) can be used by the performer to rate their overall performance (1). • (Identify areas of development) will give the performer a focus on what needs to be improved so that their training and practice focuses on this (1). • (Compare previous performances) the performer can look at previous performances to see what went well and how this can be implemented (1). • (Compare performance against national benchmarks) the performer can use national expectations to see where their performance sits and whether improvements can be made (1). Data analysis • (Collate and analyse set standards to compare own performance against) allows the coach / performer to analyse data from all performances to monitor progress (1). Accept any other suitable responses.	
--	---	--

Section D

Total for this section: 18 marks

19	Jessica has been diagnosed as being obese. As a result, she is inactive and very rarely leaves the house because she feels depressed. She is also struggling to do her daily activities. The doctor has advised her that she needs to start taking part in physical activity or sport to improve her health. However, Jessica is not keen to do this. Justify how Jessica may benefit from participating in physical activity or sport. <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 to 9</td><td> AO3 – Excellent justification of the different benefits that Jessica could gain by taking part in physical activity or sport, that is comprehensive and highly relevant. AO2 – Excellent application of knowledge and understanding of the different benefits that Jessica could gain by taking part in physical activity or sport, that is comprehensive and highly detailed. AO1 – Excellent recall of knowledge and understanding of the different benefits that Jessica could gain by taking part in physical </td></tr> </tbody> </table>	Level	Mark	Descriptor	3	7 to 9	AO3 – Excellent justification of the different benefits that Jessica could gain by taking part in physical activity or sport, that is comprehensive and highly relevant. AO2 – Excellent application of knowledge and understanding of the different benefits that Jessica could gain by taking part in physical activity or sport, that is comprehensive and highly detailed. AO1 – Excellent recall of knowledge and understanding of the different benefits that Jessica could gain by taking part in physical	9 AO1=3 AO2=3 AO3=3
Level	Mark	Descriptor						
3	7 to 9	AO3 – Excellent justification of the different benefits that Jessica could gain by taking part in physical activity or sport, that is comprehensive and highly relevant. AO2 – Excellent application of knowledge and understanding of the different benefits that Jessica could gain by taking part in physical activity or sport, that is comprehensive and highly detailed. AO1 – Excellent recall of knowledge and understanding of the different benefits that Jessica could gain by taking part in physical						

		activity or sport, that is comprehensive . Subject-specific terminology is used consistently throughout.
2	4 to 6	AO3 – Good justification of the different benefits that Jessica could gain by taking part in physical activity or sport, that is detailed and mostly relevant. AO2 – Good application of knowledge and understanding of the different benefits that Jessica could gain by taking part in physical activity or sport, that is detailed and mostly relevant. AO1 – Good recall of knowledge and understanding of the different benefits that Jessica could gain by taking part in physical activity or sport, that is mostly detailed. Subject-specific terminology is used, but not always consistently.
1	1 to 3	AO3 – Limited justification of the different benefits that Jessica could gain by taking part in physical activity or sport. AO2 – Limited application of knowledge and understanding of the different benefits that Jessica could gain by taking part in physical activity or sport, that has minimal detail and is mostly superficial. AO1 – Limited recall of knowledge and understanding of the different benefits that Jessica could gain by taking part in physical activity or sport, that has minimal detail. Subject-specific terminology is often inappropriate, and a lack of understanding is evident.
	0	No creditworthy 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 (IC). 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 IC.

Indicative content

	AO1 – Learners will recall knowledge and understanding of how Jessica may benefit from participating in physical activity or sport that may include the following: • improved physical wellbeing • improved mental wellbeing • improved social wellbeing. AO2 – Learners will apply knowledge and understanding how Jessica may benefit from participating in physical activity or sport that may include the following: • Weight loss could occur as more calories will be burned if exercising. • Cardiovascular health could improve as the heart is having to work harder to provide increased blood / oxygen to the body while exercising. • Exercising regularly could reduce blood pressure as the heart is not having to work as hard to pump blood around the body. • Improved muscular strength and endurance from taking part in regular exercise. • Reduces the risk of health conditions such as heart disease, stroke, diabetes. • Improves flexibility and range of motion which make exercise easier. • Reduces stress and depression as exercise can help forget about worries and focus on other tasks. • Boosts self-confidence and self-image as weight loss occurs. • Releases brain chemicals (endorphins / serotonin) which makes you feel good about yourself. • Increases social interaction with people outside of normal circles by mixing with people when exercising. • Improves interpersonal skills (communication / empathy) as you work with or alongside others when exercising. AO3 – Learners will justify how Jessica may benefit from participating in physical activity or sport that may include the following: • By losing weight Jessica's obesity problems will be alleviated and her all-round health will improve. • If Jessica's cardiovascular health improves then exercising will become easier and then would become more enjoyable. • If Jessica's blood pressure reduces then her heart would not be under as much strain which would reduce the risk of a heart attack. • As Jessica's muscular strength develops through exercise her body shape could change which will help improve body image.	
--	--	--

	It will also make participating in future exercise easier as less strain is being put on the muscles which will encourage her to continue exercising. - Increased endurance will mean that Jessica can exercise for longer without getting tired. This will mean that more calories will be able to be burned and further weight loss could occur. - If Jessica loses weight, then her body will be at less risk to physical health issues such as diabetes as fat build ups around organs (liver / pancreas) will be reduced. - If Jessica exercises and loses weight then improved flexibility will allow movement to become easier and participating in physical activity will become easier putting less strain on the muscles and joints. - If Jessica's feelings of stress and depression are reduced through exercise then all aspects of her life could become easier and more enjoyable. - Improved self-confidence and self-image will mean that Jessica could be more willing to go out and exercise and socialise with others on a more regular basis. - Regular release of endorphins / serotonin through exercise which makes Jessica feel good about herself may mean that she looks to take part in more exercise to seek out these good feelings. - If Jessica is mixing with new and different people through exercising then she could make new friends which may improve her social life and provide new and enjoyable experiences. - If Jessica improves her interpersonal skills while working with others when exercising then it could help her develop friendships but also skills that could be used in all aspects of her life including at work. Accept any other suitable responses.	
--	---	--

20	Juan is a 20-year-old gymnast who has recently been selected for the national squad. Various organisations want to sponsor him. Assess the advantages and disadvantages that sponsorship may have on Juan's performance levels. <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 to 9</td><td> AO3 – Excellent assessment of the advantages and disadvantages that sponsorship may have on Juan's performance levels, that is comprehensive and highly relevant. AO2 – Excellent application of knowledge and </td></tr> </tbody> </table>	Level	Mark	Descriptor	3	7 to 9	AO3 – Excellent assessment of the advantages and disadvantages that sponsorship may have on Juan's performance levels, that is comprehensive and highly relevant. AO2 – Excellent application of knowledge and	9 AO1=3 AO2=3 AO3=3
Level	Mark	Descriptor						
3	7 to 9	AO3 – Excellent assessment of the advantages and disadvantages that sponsorship may have on Juan's performance levels, that is comprehensive and highly relevant. AO2 – Excellent application of knowledge and						

			understanding of the advantages and disadvantages that sponsorship may have on Juan's performance levels, that is comprehensive and highly detailed. AO1 – Excellent recall of knowledge and understanding of the advantages and disadvantages that sponsorship may have on Juan's performance levels, that is comprehensive. Subject-specific terminology is used consistently throughout.	
		2	4 to 6	
			AO3 – Good assessment of the advantages and disadvantages that sponsorship may have on Juan's performance levels, that is detailed and mostly relevant. AO2 – Good application of knowledge and understanding of the advantages and disadvantages that sponsorship may have on Juan's performance levels, that is detailed and mostly relevant. AO1 – Good recall of knowledge and understanding of the advantages and disadvantages that sponsorship may have on Juan's performance levels, that is mostly detailed. Subject-specific terminology is used, but not always consistently.	
		1	1 to 3	
			AO3 – Limited assessment of the advantages and disadvantages that sponsorship may have on Juan's performance levels. AO2 – Limited application of knowledge and understanding of the advantages and disadvantages that sponsorship may have on Juan's performance levels, that has minimal detail and is mostly superficial. AO1 – Limited recall of knowledge and understanding of the advantages and disadvantages that sponsorship may have on Juan's performance levels, that has minimal detail. Subject-specific terminology is often inappropriate, and a lack of understanding is evident.	
			0	No creditworthy 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 (IC). 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 IC. Indicative content AO1 – Learners will recall knowledge and understanding of the advantages and disadvantages that sponsorship may have on Juan’s performance levels that may include the following: Advantages • allows focus on sport (full time and part time) • reduced financial stress • top of the range equipment and kit • access to high-quality facilities and technology • access to high-quality coaching • rise in personal profile. Disadvantages • media focus on individual personalities • performers under pressure to perform to retain sponsorship • contract commitments • sponsors image. AO2 – Learners will apply knowledge and understanding of the advantages and disadvantages that sponsorship may have on Juan’s performance levels that may include the following: Advantages • Increased income from sponsorship means that Juan does not have to work for a living so has more time to dedicate to training. • Increased income from sponsorship means that Juan is under less stress to win because of the reduced worry about finances. • Sponsors will provide new, technologically advanced kit and equipment which could increase Juan’s fitness and skills. • Sponsors could provide free access to high-quality facilities and technology which allows more training time. • Increased financial support allows more money to be available to pay for better coaching and training programmes. • Sponsorship could increase Juan’s profile which could then lead to further sponsorship or income opportunities. Disadvantages	
--	---	--

	• Media focus on Juan's personality or private life could cause stress on him. • Juan will be under pressure to perform to retain sponsorship. • Contract commitments could mean a loss of free time for Juan. • The sponsors product may be unhealthy which may affect Juan's reputation. AO3 – Learners will assess the advantages and disadvantages that sponsorship may have on Juan's performance levels that may include the following: Advantages • As Juan could focus solely on training as he does not have to find a job his performance could improve with the extra practice. • Not having to worry about finances means that Juan could be more relaxed which will allow him to perform to higher levels. • Technologically advanced kit and equipment could lead to improved performances, for example, kit could be more aerodynamic which makes his moves easier to complete. • More training time in higher-quality facilities using new technology could help develop Juan's performance, for example, video analysis equipment could help refine his technique. • Working with higher-level coaches could enable Juan to increase his performance due to their increased knowledge and training methods. • If Juan's profile rises through sponsorship more sponsors could come on board which may provide further income which could be spent on trying to improve performance levels. Disadvantages • Any stress on Juan caused by media intrusion into his private life could result in him making more mistakes and not focussing on training which could result in lower performance levels. • There is a possibility that if Juan's performance levels drop that sponsorship could be withdrawn which means Juan may encounter financial problems going forward which could impact on his ability to train. • If contract commitments start to get in the way of Juan's training, then performance levels could drop. If free time is taken up by contract commitments, Juan may be more tired, which could result in him not having enough energy for training or performances. • If Juan's reputation is damaged by sponsors products, then he may lose other sponsorship or find getting new sponsorship difficult which could cause financial difficulties. This could mean that Juan is unable to train as often to a higher standard which lowers performance levels.	
--	--	--

	Accept any other suitable responses.	
--	---	--

Past paper

Assessment objective (AO) grid

Section A

Question	AO1	AO2	AO3	Total
1	1			1
2	1			1
3		1		1
4 (a)	3			3
4 (b)		2		2
5 (a)	1	1		2
5 (b)			3	3
6	1	2		3
7 (a)		1		1
7 (b)			3	3
Total	7	7	6	20

Section B

Question	AO1	AO2	AO3	Total
8	1			1
9	1			1
10		1		1
11	2			2
12 (a)	2	2		4
12 (b)	2	2		4
13 (a)	2			2
13 (b)		2		2
13 (c)			4	4
Total	10	7	4	21

Section C

Question	AO1	AO2	AO3	Total
14	1			1
15	1			1
16	1			1
17 (a)	2			2
17 (b)		4		4
17 (c)			4	4
18 (a)	2	2		4
18 (b)	2	2		4
Total	9	8	4	21

Section D

Question	AO1	AO2	AO3	Total
19	3	3	3	9
20	3	3	3	9
Total	6	6	6	18