



NCFE Level 1/2 Technical Award in Health and Fitness (603/7007/5)

Examined assessment

Paper number: Past paper

Date: Summer 2025

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 objectives (AOs) 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 after standardisation.
- 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.
- 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 bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should use a bottom-up approach. If the response meets all the descriptors in the lowest band, you should move to the next one, and so on, until the response matches the band descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focusing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band 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 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 compare exemplar learner responses to live responses, to decide if they are 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 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.

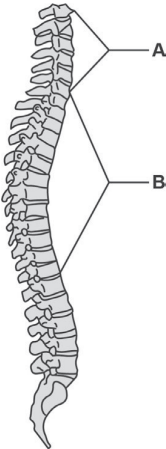
The weightings of each AO can be found in the Qualification Specification.

Q	Mark scheme	Total marks
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Section A

Total for this section: 22 marks

1	Which one of the following is a characteristic of a type 1 muscle fibre? A Dark red in colour B Fast contraction speed C Fast to fatigue D White in colour Answer: A – Dark red in colour	1 AO1=1
2	Which one of the following muscles is located in the lower leg? A Latissimus dorsi B Obliques C Tibialis anterior D Trapezius Answer: C – Tibialis anterior	1 AO1=1
3	Which one of the following is not a cardiovascular measurement? A Blood pressure B Cardiac output C Heart rate D Stroke volume Answer: Accept A, B, C, D as correct responses	1 AO1=1

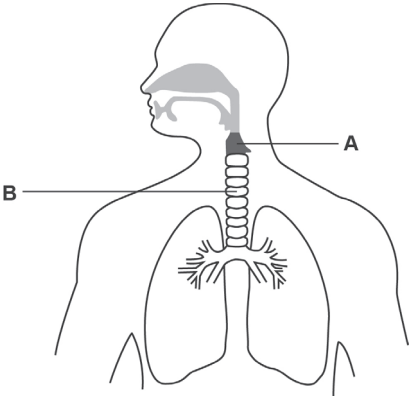
4	The image below shows the structure of the spine.  Identify the regions of the spine labelled A and B. Award one mark for each of the following answers: A cervical (1) B thoracic (1).	2 AO1=2
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5 (a)	A long bone is a type of bone. Name two other types of bone. Award one mark for each of the following answers, up to a maximum of two marks: • flat (1) • irregular (1) • short (1) • sesamoid (1). Do not accept any names of bones, for example ribs.	2 AO1=2
5 (b)	Describe how the function of a long bone would affect an individual whilst playing a game of rugby. Award one mark for the description, up to a maximum of two marks: • The long bone, such as the femur, enables gross (large) movements at the hip and knee (1), for example running away from an opponent or jumping to catch the rugby ball (1). • The long bone, such as the ulna, will enable finer movements at the elbow and wrist (1), for example throwing and catching the ball when passing (1). Accept any other suitable response.	2 AO2=2
6 (a)	A personal trainer planning a circuit training session chooses burpees as an exercise which uses the anaerobic energy system. Choose two other exercises that will use the anaerobic energy system when participating in a circuit training session. Award one mark for each example, up to a maximum of two marks: • push-ups / press-ups (1) • star jumps (1) • sit-ups (1). Accept any other suitable response.	2 AO2=2

6 (b)	Discuss why performing burpees during a circuit training session would use the anaerobic energy system. Award one mark for each discussion point, up to a maximum of two marks: • When completing a burpee during a circuit training session, it is a high intensity / explosive movement (1) which requires quick bursts of energy (1). • A burpee is carried out in a few seconds so does not require the use of oxygen to perform (1) which produces lactic acid (1). Accept any other suitable response.	2 AO3=2
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7	A client is performing a squat as part of a leg strengthening workout. Explain how the primary function of one of the muscles in the leg contributes to their ability to perform this exercise. Award one mark for an explanation point, up to a maximum of two marks: • The glutes support the hip joints in the squat exercise (1), which assists in the initial movement of lowering the body towards the floor (1). • The quadriceps support extension in the knee (1), which allows the leg to straighten and push the body upwards in the squat (1). Accept any other suitable response.	2 AO2=2
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8	Discuss how the concentric muscle contracts during the upward phase of a step-up exercise as shown in the image below. Downward Upward Award one mark for each discussion point, up to a maximum of two marks: • The quadricep contracts concentrically to straighten the knee and lift the body up onto the step (1) which generates a force to overcome gravity and propel the body forward (1). • The agonist (hamstring) contracts concentrically in the upper leg (1) which allows the knee to bend (1). Accept any other suitable response.	2 AO3=2
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9 (a)	The image below shows structures in the respiratory system.  Identify the structures of the respiratory system labelled A and B. Award one mark for each correct structure, up to a maximum of two marks: A larynx (1) B trachea (1).	2 AO1=2
9 (b)	Analyse how one feature of the alveoli would help the performance of a long-distance runner. Award one mark for an analysis, up to a maximum of three marks: • Moist, very thin walls (one cell thick) allow oxygen to enter the blood stream quickly (1), which provides aerobic energy to the long-distance runner (1). This allows them to maintain optimum speed for longer (1). • Provide a large surface area for gaseous exchange to occur (1), which means a greater amount of oxygen is being provided to the long-distance runner (1), enabling them to run for longer or a greater distance in training (1). • Short diffusion pathway means gaseous exchange occurs quickly (1) which stops lactic acid building up in the long-distance runner (1) which delays the onset of fatigue (1). • Surrounded by capillaries which are also very thin (1), so gaseous exchange occurs quickly (1) which provides the long-distance runner's bloodstream with a supply of oxygen (1). Accept any other suitable response.	3 AO3=3

Q	Mark scheme	Total marks
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Section B

Total for this section: 20 marks

10	Which one of the following is the definition of fitness? A The ability to finish a race in the fastest time B The ability to lift heavy weights C The ability to meet the demands of an environment D The ability to train harder than all of your friends Answer: C – The ability to meet the demands of an environment	1 AO1=1
11	Which one of the following is a component of health-related fitness? A Agility B Co-ordination C Flexibility D Speed Answer: C – Flexibility	1 AO1=1
12	Which one of the following fitness tests measures cardiovascular endurance? A Bruce protocol test B Illinois agility test C Sit and reach test D Sit-up test Answer: A – Bruce protocol test	1 AO1=1
13	Define the term ‘health’. Award one mark for a correct definition: a state of wellbeing: physical / mental / social (1). Accept any other suitable response.	1 AO1=1

14	Name one principle of overload. Award one mark for a correct principle. • Frequency • Intensity • Time • Type	1 AO1=1
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15	Define ‘agility’ and ‘co-ordination’. Award one mark for each definition, up to a maximum of two marks: • Agility – the ability to move and change direction quickly whilst maintaining control (1). • Co-ordination – the ability to use different (two or more) parts of the body together smoothly and efficiently (1). Accept any other suitable response.	2 AO1=2
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16	Power and balance are components of skill-related fitness. Give one example of when a 100 m sprinter would use power and balance in a race. Award one mark for each example, up to a maximum of two marks: • Power – a sprinter will have powerful leg movement to accelerate from the starting block (1). • Balance – a sprinter will have good balance to remain aligned / travel in a straight line (1). Accept any other suitable response.	2 AO2=2
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17	A gymnast performs a plank during training to improve their core strength. Explain how this exercise can improve the gymnast's performance. Award one mark for a correct explanation, up to a maximum of two marks: • A gymnast performing a plank will use static muscular strength in the shoulders / arms and abdomen (1) to support them during complex movements in their routines (1). • A gymnast performing a plank will use static muscular strength by maintaining isometric muscle contractions (1) to hold a position without movement for longer (1). Accept any other suitable response.	2 AO2=2
18	Analyse one component of skill-related fitness that would benefit an individual competing in a triathlon. Award one mark for an analysis, up to a maximum of three marks: • Agility would help make efficient transitions (1), enabling them to change quickly between the activities (1) which will reduce their overall time (1). • Balance would help manage the bicycle during tight corners / on uneven surfaces (1), allowing them to operate the bicycle at higher speeds (1) which will reduce their overall time (1). • Co-ordination would help maintain a smooth arm stroke / leg kick during the swimming (1), contributing to more efficient movement (1) and minimising energy loss in this stage of the race (1). • Power would help a triathlete generate more speed (1) from their legs when cycling and running or from their arms and legs when swimming (1), which will allow them to reduce their overall time (1). • Reaction time would help a triathlete at the start of the race (1) by enabling them to get a faster start when the gun goes off (1), which allows them to get ahead of their competitors (1). • Speed would help a triathlete when competing the running section (1) as it would allow them to cover the ground faster (1), which will reduce their overall time (1). Accept any other suitable response.	3 AO3=3

19 (a)	Increased breathing rate and increased body temperature are short-term effects of health and fitness activities. Give two other short-term effects of health and fitness activities. Award one mark for each effect, up to a maximum of two marks: • increased heart rate (1) • increased cardiac output (1) • increased stroke volume (1) • increased blood pressure (1) • increased lactic acid (1) • muscle fatigue (1) • decreased hydration levels (1) • delayed onset muscle soreness (DOMS) (1). Accept any other suitable response.	2 AO1=2
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19 (b)	Explain how increased breathing rate and sweating could benefit an individual taking part in netball match. Award one mark for each explanation, up to a maximum of two marks per explanation, up to a maximum of four marks: • Increased breathing rate / depth of breathing means that more oxygen is getting to the working muscles (1), so netballers can play for longer (1). • Sweating helps to reduce the body temperature (1), so that the netballer does not overheat and has to stop playing (1). Accept any other suitable response.	4 AO2=4
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Q	Mark scheme	Total marks
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Section C

Total for this section: 20 marks

20	Which one of the following is a potential benefit of a cool-down? A Aids mental preparation B Breathing rate returns to normal C Gradually increase heart rate D Increase blood flow to muscles Answer: B – Breathing rate returns to normal	1 AO1=1
21	Which one of the following best describes the process of analysing data in a health and fitness setting? A Determining the information required B Establishing the result of findings C Identifying improvements to the process D Interpreting the findings using logical reasoning Answer: D – Interpreting the findings using logical reasoning	1 AO1=1
22	Which one of the following key nutrients encourages muscle growth? A Fat B Fibre C Protein D Water Answer: C – Protein	1 AO1=1

23 (a)	State two reasons why it is important to understand an individual's health and readiness for participation before starting a training programme. Award one mark for each reason stated, up to a maximum of two marks: • To know if there are any health conditions or underlying health issues (1). • To advise individuals to seek medical advice if required (1). • To adjust training plan according to doctor's advice if required (1). Accept any other suitable response.	2 AO1=2
23 (b)	Give two reasons why regular health and fitness assessments should be part of a training programme. Award one mark for each reason given, up to a maximum of two marks: • to establish progress against baseline measurements (1) • to measure progress against normative data (1) • to adjust the training plan based on progress (1). Accept any other suitable response.	2 AO1=2
24	Explain how dynamic stretching as part of a warm-up will help a gymnast perform a routine. Award one mark for each explanation, up to a maximum of two marks: • Increased blood flow to the muscles (1) allows them to bend / move into balances more effectively (1). • It mimics their movements (1) so the gymnast will be prepared for the movements in their routine (1). • Improves their mobility (1) so may prevent injury when performing their routine, allowing them to complete it (1). Accept any other suitable response.	2 AO2=2

25	Explain the importance of both the intake of food and massages to help an individual to recover after taking part in a half-marathon race. Award one mark for each explanation, up to a maximum of two marks per explanation, up to a maximum of four marks: • Intake of food – eating carbohydrates (1) after running will replenish energy stores (1). • Intake of food – eating protein (1) after running will help the micro-tears in muscles to recover more quickly (1). • Massages – will increase blood flow to the muscles to flush out lactic acid (1) which will reduce muscle soreness / DOMS following running (1). Accept any other suitable response.	4 AO2=4
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26 (a)	When setting goals, it is important that the goals are specific and time-bound. State two other principles of goal setting. Award one mark for each principle of goal setting stated, up to a maximum of two marks: • measurable (1) • achievable / attainable (1) • realistic / relevant (1).	2 AO1=2
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26 (b)	Suggest how specific and time-bound goals can be applied when working with a client to lose weight within a gym setting. Award one mark for the corresponding application suggested, up to a maximum of two marks: • Must be specific to the needs of the client, for example, specific gym activities which target their weight loss (1). • Must be time-bound to the needs of the client, fixing a period of time over which the weight loss target will be achieved in a healthy and safe manner (1). Accept any other suitable response.	2 AO2=2
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27	Donna is competing in a tennis tournament with the weather forecast to be high temperatures. Analyse how staying hydrated will support Donna during a tennis tournament. Award one mark for a benefit analysed, up to a maximum of three marks: • Donna's body would not be severely impacted by overheating (1) allowing her muscles and organs to work as normal (1), so she could complete the tennis tournament (1). • Donna's reaction time would be less impaired (1) so she would be able to continue making fast decisions (1), allowing her to return shots in a rally (1). • Donna would not suffer from muscle fatigue or cramps (1) which would allow her muscles to work as normal (1), so she could continue progress onto the later stages of the tournament / play powerful tennis shots to her opponent (1). • Donna's blood would not thicken (1) so would flow as normal (1), providing muscles with the oxygen / energy she needs to compete in the tennis tournament (1). Accept any other suitable response.	3 AO3=3
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Q	Mark scheme	Total marks
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Section D

Total for this section: 18 marks

28	Erin is training to compete in the World Weightlifting Championships. She uses the principle of overload in her training. Discuss how Erin could use three other principles of training to improve her performance. <table border="1"> <thead> <tr> <th>Band</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 to 9</td><td> AO3 – excellent discussion of principles of training that is comprehensive and highly relevant. Supported with excellent justification which relate to weightlifting that are comprehensive and highly detailed. AO2 – excellent application of knowledge and understanding of principles of training in relation to weightlifting that is comprehensive and highly detailed and highly relevant to the question. AO1 – excellent recall of knowledge and understanding of the benefits of principles of training that is comprehensive. Subject specific terminology is used consistently throughout. </td></tr> <tr> <td>2</td><td>4 to 6</td><td> AO3 – good discussion of principles of training that is detailed and mostly relevant. Supported with good justification which relate to weightlifting that are detailed. AO2 – good application of knowledge and understanding of principles of training in relation to weightlifting that is detailed and mostly relevant to the question. AO1 – good recall of knowledge and understanding of principles training that is mostly detailed. Subject specific terminology is used, but not always consistently. </td></tr> <tr> <td>1</td><td>1 to 3</td><td> AO3 – limited discussion of principles of training. Supported with limited justification relating to weightlifting that have minimal detail and are mostly superficial. </td></tr> </tbody> </table>	Band	Mark	Descriptor	3	7 to 9	AO3 – excellent discussion of principles of training that is comprehensive and highly relevant. Supported with excellent justification which relate to weightlifting that are comprehensive and highly detailed. AO2 – excellent application of knowledge and understanding of principles of training in relation to weightlifting that is comprehensive and highly detailed and highly relevant to the question. AO1 – excellent recall of knowledge and understanding of the benefits of principles of training that is comprehensive. Subject specific terminology is used consistently throughout.	2	4 to 6	AO3 – good discussion of principles of training that is detailed and mostly relevant. Supported with good justification which relate to weightlifting that are detailed. AO2 – good application of knowledge and understanding of principles of training in relation to weightlifting that is detailed and mostly relevant to the question. AO1 – good recall of knowledge and understanding of principles training that is mostly detailed. Subject specific terminology is used, but not always consistently.	1	1 to 3	AO3 – limited discussion of principles of training. Supported with limited justification relating to weightlifting that have minimal detail and are mostly superficial.	9 AO1=3 AO2=3 AO3=3
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		AO2 – limited application of knowledge and understanding of principles of training that has minimal detail and is mostly superficial with minimal relevance to the question. AO1 – limited recall of knowledge and understanding of principles of training that has minimal detail. Subject specific terminology is often inappropriate, and a lack of understanding is evident.	
	0	No rewardable material	

Examiners are reminded that indicative content reflects content-related points that learners 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 learners formulate a response specifically against each AO as laid out in the indicative content.

Indicative content

AO1 – Learners will recall knowledge and understanding of how Erin will use the principles of training to improve her performance, that may include the following:

- specificity
- progression
- reversibility
- tedium.

AO2 – Learners will apply knowledge and understanding of how Erin will use the principles of training to improve her performance, that may include the following:

- **Specificity** – The training needs to focus on developing strength in parts of the body that will be used by Erin when weightlifting. For example, focus on arms and shoulders to lift the bar above her head.
- **Progression** – Erin could look to slightly increase the weights she is lifting in her training but not too much as this may cause injury. For example, add 1 kg each week to weight training exercises.
- **Reversibility** – Ensuring Erin trains regularly enough so that she does not lose fitness / strength.
- **Tedium** – Varying Erin’s training by using free weights, resistance / weights machines or changing the location so that she does not become bored.

	AO3 – Learners will discuss how Erin will use the principles of training to improve her performance, that may include the following: • Specificity – The training needs to focus on developing strength in parts of the body that will be used by Erin when weightlifting. For example, focus on arms and shoulders to lift the bar above her head, thus improving their pressing and pulling activities leading to improved performance overall. • Progression – Erin could look to slightly increase the weights she is lifting in her training, but not too much as this may cause injury. For example, add 1 kg each week to weight training exercises which would be manageable within training and prevent a plateau effect which would limit further gains. • Reversibility – Ensuring Erin trains regularly enough so that she does not lose fitness / strength. If training is paused for extended periods of time / injury, the benefits of training can be lost and the timescale for improvement would be extended. Recognising reversibility would help Erin plan to maintain fitness, even during breaks / periods of injury / off season. • Tedium – Varying Erin’s training by using free weights, resistance / weights machines or changing the location so that she does not become bored. Using different types of machines would target different muscle areas / improve muscle memory helping to improve performance. Erin’s mental health will be supported by varying location and routine. Do not accept overload / FITT principles of training. Accept any other suitable response.	
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29	Yusuf is training for a marathon and wants to use different training methods to improve his performance. He has decided not to use plyometrics. Evaluate three other training methods Yusuf could use to help improve his performance whilst training for a marathon. You should include reasoned judgements and conclusions. <table border="1" data-bbox="310 527 1284 1938"> <thead> <tr> <th>Band</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 to 9</td><td> AO3 – excellent evaluation of training methods that is comprehensive and highly relevant. Supported with excellent justification which relate to training for a marathon that are comprehensive and highly detailed. AO2 – excellent application of knowledge and understanding of training methods in relation to training for a marathon that is comprehensive and highly detailed and highly relevant to the question. AO1 – excellent recall of knowledge and understanding of training methods that is comprehensive. Subject specific terminology is used consistently throughout. </td></tr> <tr> <td>2</td><td>4 to 6</td><td> AO3 – good evaluation of training methods that is detailed and mostly relevant. Supported with good justification which relate to training for a marathon that are detailed. AO2 – good application of knowledge and understanding of training methods in relation to training for a marathon that is detailed and mostly relevant to the question. AO1 – good recall of knowledge and understanding of training methods that is mostly detailed. Subject specific terminology is used, but not always consistently. </td></tr> <tr> <td>1</td><td>1 to 3</td><td> AO3 – limited evaluation of training methods. Supported with limited justification related to training for a marathon that have minimal detail and are mostly superficial. AO2 – limited application of knowledge and understanding of trainings method that has minimal detail and are mostly superficial with minimal </td></tr> </tbody> </table>	Band	Mark	Descriptor	3	7 to 9	AO3 – excellent evaluation of training methods that is comprehensive and highly relevant. Supported with excellent justification which relate to training for a marathon that are comprehensive and highly detailed. AO2 – excellent application of knowledge and understanding of training methods in relation to training for a marathon that is comprehensive and highly detailed and highly relevant to the question. AO1 – excellent recall of knowledge and understanding of training methods that is comprehensive. Subject specific terminology is used consistently throughout.	2	4 to 6	AO3 – good evaluation of training methods that is detailed and mostly relevant. Supported with good justification which relate to training for a marathon that are detailed. AO2 – good application of knowledge and understanding of training methods in relation to training for a marathon that is detailed and mostly relevant to the question. AO1 – good recall of knowledge and understanding of training methods that is mostly detailed. Subject specific terminology is used, but not always consistently.	1	1 to 3	AO3 – limited evaluation of training methods. Supported with limited justification related to training for a marathon that have minimal detail and are mostly superficial. AO2 – limited application of knowledge and understanding of trainings method that has minimal detail and are mostly superficial with minimal	9 AO1=3 AO2=3 AO3=3
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	training could reduce body fat, which is required for training to run a marathon. • Flexibility – Is a form of training which involves a series of stretching exercises which is important when training to run a marathon over a long period of time to improve the range of motion. AO3 – Learners will evaluate different training methods Yusuf could use to help improve his performance that may include the following: • Interval – This would not help Yusuf as this improves anaerobic fitness. However, to get the most benefit from this he should make the working intervals for longer periods and not be working too intensely, so that it improves his aerobic fitness which is needed when running a marathon. • Circuit – This would help Yusuf if he included exercises which focused on improving his aerobic and muscular endurance which are needed when running a marathon. He could also perform these exercises for longer periods which would help develop these further. • Fartlek – This would help Yusuf as it will help develop his cardiovascular endurance and speed which are needed when running a marathon. If the training was to take place over longer periods of time this would also help develop his aerobic fitness. • Continuous – This will be the most effective type of training for Yusuf, as the long periods of exercise at low intensity will help improve his cardiovascular endurance and prepare him for running a marathon. • Weight training and body weight – This could help develop Yusuf's muscular endurance if he does a lot of light weights over periods of time, which will help keep his muscles strong for the duration of the marathon. It can also help reduce body weight, which would be good for Yusuf as he will be using less energy moving his body when running the marathon. • Flexibility – This will help increase Yusuf's range of movement at his hip and leg joints, which will allow him to take longer strides when he is running. This should help to make him run the marathon faster as he is covering more ground with each stride. Do not accept responses relating to plyometric. Accept any other suitable response.	
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Assessment objective (AO) grid

Section A

Question	AO1	AO2	AO3	Total
1	1			1
2	1			1
3	1			1
4	2			2
5 (a)	2			2
5 (b)		2		2
6 (a)		2		2
6 (b)			2	2
7		2		2
8			2	2
9 (a)	2			2
9 (b)			3	3
Total	9	6	7	22

Section B

Question	AO1	AO2	AO3	Total
10	1			1
11	1			1
12	1			1
13	1			1
14	1			1
15	2			2
16		2		2
17		2		2
18			3	3
19 (a)	2			2
19 (b)		4		4
Total	9	8	3	20

Section C

Question	AO1	AO2	AO3	Total
20	1			1
21	1			1
22	1			1
23 (a)	2			2
23 (b)	2			2
24		2		2
25		4		4
26 (a)	2			2
26 (b)		2		2
27			3	3
Total	9	8	3	20

Section D

Question	AO1	AO2	AO3	Total
28	3	3	3	9
29	3	3	3	9
Total	6	6	6	18