

MARK SCHEME

1.1.2

- |    |     |  |     |
|----|-----|--|-----|
| 1. | D   |  | [1] |
| 2. | B   |  | [1] |
| 3. | B   |  | [1] |
| 4. | C   |  | [1] |
| 5. | A   |  | [1] |
| 6. | (a) | Accept any <b>one</b> of the following:<br>1 — cooperation/work with others/make friends/go with current friends/equivalent<br><br>2 — competition/challenge/working at a higher level/relieve stress/increase confidence/feel better about themselves/equivalent<br><br>3 — improve performance/increase fitness/increase health/improving any stated component of health related exercise (eg strength etc).   | 1   |
|    | (b) | (i) Accept any <b>one</b> of the following:<br>1 — cooperation/work with others/make friends/go with current friends/equivalent<br>2 — competition/challenge/working at a higher level/relieve stress/increase confidence/feel better about themselves/equivalent<br>3 — improve performance/increase fitness/increase health/improving any stated component of health related exercise (eg strength etc).<br><br><b>Notes</b> Answers must be different to answer given for 2(a). | 1   |
|    |     | (ii) Category of benefit must match candidate reason.<br>Social — cooperation/work with others/make friends/go with current friends/equivalent.<br>Mental — competition/challenge/working at a higher level/relieve stress/increase confidence/feel better about themselves/equivalent.<br>Physical — improve performance/increase fitness/increase health/improving any stated component of health related exercise (eg strength etc).  | 1   |
|    | (c) | Any <b>one</b> from the following:<br>1. resources/availability/access/equivalent<br>2. people/family/peers/role models/equivalent<br>3. image of the activity/equivalent<br>4. cultural factors/class/cost/race/disability/equivalent<br>5. health/wellbeing<br>6. positive previous experience/early positive experience.<br><br><b>Notes</b> Can only gain 1 mark per row.  | 1   |

**[4]**

7. Stage 2 — name: participation.

Description:

Participate in a specific activity on a **regular** basis for **enjoyment**/play in own time/**choose** to play on a **regular** basis/equivalent.

Takes place at after school clubs; sports clubs.

**Notes** If incorrect name but correct description, credit description.

[2]

8. (a) Method: Weight/weight training/ resistance/ resistance training.

Justification: To increase her strength/build muscle/increase distance thrown/more power on thrown.

2

(b) Any two of the following (from different rows):

1. umpire/referee/officiating/equivalent

2. coach/trainer/equivalent

3. spectator.

2

(c) Increased strength/size /stronger/increase strength of contraction/cardiac hypertrophy/or equivalent.

1

(d) 1. diet/equivalent.

2. time for rest/recovery.

3. time for work/learning.

3

**Notes**

*Any order, accept any other possible answer.*

[8]

## 9. QWC (i)(ii)(iii)

### **Cultural:**

Age – is Chloe old enough to take part in the activity? eg some distance running events

Disability – does Chloe have any disability that might prevent her from taking part in some activities?

Gender – is the activity available for a girl?

Race – does Chloe's race/culture/religion restrict the activities she is able to take part in? eg dress

### **Health and wellbeing:**

Does Chloe's health prevent her from taking part in some activities?

Are certain activities believed to have a positive influence on Chloe's health? eg swimming for asthmatics

### **Image:**

Fashion – is the activity, and any associated resources (clothing, equipment) fashionable?

Media coverage – does the activity get media coverage?

### **People:**

Family – are Chloe's family involved/not involved in the activity (playing, coaching)? Will Chloe be introduced to the activity by her family?

Peers – are Chloe's peers involved/not involved in the activity?

Role models – does the activity have positive/influential role models?

### **Resources:**

Access – can Chloe get transport to the activity?

Availability – does Chloe have the resources to take part in the activity, can she get them? eg equipment

Location – do the resources exist locally?

### **Socio-economic:**

Cost – can Chloe afford to take part? eg membership, equipment

Status – is the activity seen as appropriate? eg polo or football

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<p>Candidates will produce brief and narrative responses, making a limited number of simple statements, probably with limited reference to the question. Shows limited understanding of the influences on Chloe's choice. Responses produced by candidates will be mostly generalised, and may not fully address the evaluative demands of the question.</p> <p>Candidates' writing communicates ideas using everyday language, but lacks clarity and organisation. There will be frequent errors in candidates' spelling, grammar and punctuation.</p>
<b>2</b>	<b>3-4</b>	<p>Candidates' responses will be mostly accurate and include relevant factual material. Shows some understanding of the influences on Chloe's choice. Candidates will have addressed the evaluative demands of the question, with some success.</p> <p>Candidates' writing communicates ideas with accurate use of appropriate terminology, and the organisation of the response shows some direction and control. There will be few errors in spelling, punctuation and grammar.</p>
<b>3</b>	<b>5-6</b>	<p>Candidates will offer factually accurate and sustained responses that relate well to the focus of the question and have successfully addressed the evaluative demands. Shows sound understanding of the influences on Chloe's choice. The evaluation will be supported by accurate factual material, that is relevant to the question.</p> <p>Candidates' writing communicates ideas effectively using appropriate terminology, and organises material clearly and coherently. Spelling, punctuation and grammar will be accurate throughout the response.</p>

Question Number	Indicative content
14	<p>Types of roles</p> <p>1. Participant/performer/player/competitor/equiv</p> <p>Do not accept reference to different player positions as a role as wrong context</p> <p>2. Leadership/manager/captain/equiv</p> <p>3. Official/equiv</p> <p>4. Coach/play worker/assistant/volunteer/sports coordinator/personal trainer/ teacher/equiv</p> <p>Maximum two content marks</p> <p>Do not accept spectator</p> <p>Personal qualities for each role</p> <p>Do not credit if not achieved any from points 1 - 4</p> <p>5. Type 1 - fitness; motivation; determination; ability; opportunity; knowledge of activity; allow other appropriate attribute / skilled / focused on improving</p> <p>6. Type 2 - motivational; organised; good communicator; ability; enthusiastic; committed; ability to analyse performance; allow other appropriate attribute</p> <p>7. Type 3 - fair; fit; calm; knowledgeable about the rules; confident; patient; good communicator; allow other appropriate attribute / authoritative</p> <p>8. Type 4 - knowledge of activity; ability to analyse performance; patient; good communicator; enthusiastic; committed; motivator; allow other appropriate attribute / organised</p> <p>NB personal qualities must be linked to specific role</p> <p>Do not accept qualities such as good leadership / management / coaching skills</p> <p>How this provides opportunity for all</p> <p>Can access points 9 - 11 even if no previous points accessed</p> <p>9. (Become) If not good enough to perform or doesn't like to perform to get involved in physical activity / Don't all have to be good at sport to get involved / wouldn't make it as a player but can still be involved / Might know a lot about the sport but unable to participate so could take on role</p>

	<p>of coach/manager/</p> <p>10. (Remain) Variety of roles over time (e.g. was a player, now too old, so becomes a coach) / equiv</p> <p>11. Accept response that identifies range of roles gives people <u>choice/preference</u> about how they want to become involved</p> <p>Do not accept still involved in sport</p>
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### Question 14

Use indicative content on next page to place into correct level

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2 max (including QWC)	<p><i>Candidates will produce brief and narrative responses, making a limited number of simple statements, probably with limited reference to the question.</i></p> <p><i>Candidate's writing communicates ideas using everyday language, but lacks clarity and organisation. There will be frequent errors in candidates' spelling, grammar and punctuation.</i></p> <p>1 or 2 content marks, no need for balance 0 or 1 QWC (insufficient correct content to award 2 for QWC)</p>
Level 2	3-4 max (including QWC)	<p><i>Candidates' responses will be mostly accurate and include relevant factual material. Shows some understanding through description and explanation, although content more reflective of description than explanation</i></p> <p><i>Candidate's writing communicates with accurate use of appropriate terminology, and the organisation of the response shows some direction and control. There will be few errors in candidates' spelling, grammar and punctuation.</i></p> <p>2 or 3 content marks If 3 content must span two aspects of question 0,1 or 2 for QWC</p>
Level 3	5-6 max (including QWC)	<p><i>Candidates will offer factually accurate and sustained responses that relate well to the focus of the question and have successfully addressed all aspects of the question. Shows sound understanding and can provide a clear description and explanation.</i></p> <p><i>Candidate's writing communicates ideas effectively using appropriate terminology, and organises material clearly and coherently. Spelling, punctuation and grammar will be accurate throughout the response.</i></p> <p>4 or 5 content marks Content must span all three aspects of question, if not remains in Level 2. 1 or 2 for QWC</p> <p>NB Can only credit maximum of 5 content marks regardless of indicative content achieved</p>

Mark out of 31.

A*	A	B	C	D	E	F	G	U
90%	80%	70%	60%	50%	40%	30%	20%	10%