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<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
<th>Mark</th>
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<tbody>
<tr>
<td>1a</td>
<td>D Cooperation</td>
<td>1</td>
</tr>
<tr>
<td>1b</td>
<td>D Family, fashion, race, access, illness, cost</td>
<td>1</td>
</tr>
<tr>
<td>1c</td>
<td>B A form of physical activity to maintain or improve health and/or fitness</td>
<td>1</td>
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<tr>
<td>1d</td>
<td>C Circuit</td>
<td>1</td>
</tr>
<tr>
<td>1e</td>
<td>A Bone structure, gender, muscle girth, height</td>
<td>1</td>
</tr>
<tr>
<td>1f</td>
<td>D Anorexic – a term meaning a prolonged eating disorder due to loss of appetite</td>
<td>1</td>
</tr>
<tr>
<td>1g</td>
<td>B Stroke volume</td>
<td>1</td>
</tr>
<tr>
<td>1h</td>
<td>C Air we can breathe out after breathing in fully.</td>
<td>1</td>
</tr>
<tr>
<td>1i</td>
<td>A Inability to continue training</td>
<td>1</td>
</tr>
<tr>
<td>1j</td>
<td>A Strain</td>
<td>1</td>
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### Section B: ePEN Marking

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Do not accept</th>
<th>Additional Guidance</th>
<th>Marks</th>
<th>Total</th>
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<tbody>
<tr>
<td>2 (ai)</td>
<td>Mental</td>
<td></td>
<td>Accept Psychological</td>
<td>1x1</td>
<td>(1)</td>
</tr>
<tr>
<td>2 (aii)</td>
<td>Physical</td>
<td></td>
<td>Only acceptable answer</td>
<td>1x1</td>
<td>(1)</td>
</tr>
<tr>
<td>2 (b)</td>
<td>A linked explanation that makes reference to the following:</td>
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<td></td>
<td>• Physical activity often involves playing in a team/being part of a team/taking part with others (1). You need to work with others/team mates/display teamwork (1) therefore, you need to be able to listen to others ideas/agree a tactic this helps you develop cooperation (1)</td>
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</table>

**Marking point 1:** Cooperate with team mates can be credited here  
**Marking point 2:** Do not accept 'cooperate’ as explanation  
**Marking point 3:** Description of communication, e.g. calling for the ball, example for point 3 must be of cooperation  
**Marking point 3:** Accept alternative examples of an aspect of team work to listening to others, e.g. Responding to others requests/put personal issues aside for the sake of the team/equiv  

1x3 (3)
<table>
<thead>
<tr>
<th>Question</th>
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<th>Do not accept</th>
<th>Additional Guidance</th>
<th>Mark s</th>
<th>Total</th>
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<tbody>
<tr>
<td>3 (a)</td>
<td>Any one of the following: Any correctly identified NGB / International governing body (e.g. FIFA/EUFA) Credit standard abbreviation of NGB’s or written in full. e.g: FA (Football Association) WRU (Welsh Rugby Union) RFU (Rugby Union - England) Useful website of NGB’s: <a href="http://www.sportengland.org/our-work/national-work/national-governing-bodies/sports-that-we-recognise/">http://www.sportengland.org/our-work/national-work/national-governing-bodies/sports-that-we-recognise/</a></td>
<td>Initiatives, eg PESCL Sport England or other Institutes of sport Youth Sports Trust</td>
<td>Use website to check candidate response if NGB not known to you Accept ‘British’ rather than ‘English’ provided the rest of the name of the NGB is correct. (E.g. British TT association).</td>
<td>(1x1)</td>
<td>(1)</td>
</tr>
<tr>
<td>3 (b)</td>
<td><strong>Description</strong> from two of the following: 1. Increase participation / get people to participate (1) to improve health/fitness / have a healthy lifestyle OR with a focus on priority groups (1) <strong>OR</strong> 2. Retain people in sport (1) for health/fitness OR through club links/ <strong>Better facilities</strong>/ through a variety of different roles (1) <strong>OR</strong> 3. Increase sporting success of country / more medals (1) by developing talent/ talented performers produce more elite performers (1)</td>
<td><strong>Examples not linked to physical activity e.g. healthy eating.</strong></td>
<td><strong>For this question, can achieve marks across points on m/s. as they are interchangeable, e.g. developing talent can lead to increased participation.</strong> Max 2 marks per purpose.</td>
<td>2x2</td>
<td>(4)</td>
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<td>Question</td>
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| 4 (a)    | **Two of the following in any order:**  
1. Cardiovascular fitness/Cardiovascular endurance/CV fitness/stamina  
OR  
Aerobic endurance/aerobic fitness  
2. Muscular/Muscle endurance | Other components of health related exercise  
The word ‘Cardiovascular’ without reference to fitness or endurance | **Pt. 1 Only 1 mark available for options.** | 2x1 | (2) |
| 4 (b) (i) | Flexibility  
Accept phonetic spelling | Suppleness | | 1x1 | (1) |
| 4(b) (ii) | **NB – do not ‘mark’ (bi) this has already been marked it is only shown to allow judgement for (bii) – see table below**  
The answer in (bii) must be the correct fitness test for the answer in (bi). Only accept the stated fitness test(s) for the identified component of health-related fitness given in the table below. | | | 1x1 | (1) |

<table>
<thead>
<tr>
<th>Answer in (bi)</th>
<th>Required answer for (bii) to match (bi)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility</td>
<td>Sit and reach (flexibility test)</td>
</tr>
<tr>
<td>(Muscular) strength</td>
<td>1RM/grip dynamometer/hand grip test</td>
</tr>
</tbody>
</table>
| Cardiovascular fitness/cardiovascular endurance/aerobic endurance/equiv | 12 min cooper run/Harvard step test/MSFT/Multi-stage fitness test/treadmill test/Forestry step test  
**NB- Accept any common names of test e.g.12 min run/Cooper’s test/Bleep test** |
<p>| Muscular endurance | 1 minute press-up/sit-up test |
| Body composition | Skinfold test/BMI/BIA |</p>
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<tr>
<td>4</td>
<td>(c)</td>
<td>Explanation from ONE of the following:</td>
<td>Points 2 – 3 – marking points are hierarchical, cannot achieve marking point 3 without marking point 2.</td>
<td>Must be developed explanation relating to ONE aspect of SMART</td>
<td>1x3</td>
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<tr>
<td></td>
<td></td>
<td>1. Using a specific target (1) will mean they focus on area for improvement/weakness/relevant aim (1) therefore improvement is more likely leading to motivation (1)</td>
<td></td>
<td>Response requires correctly identified principle to base explanation on however if obvious can still credit explanation even if principle not credited, e.g. measure, time frame.</td>
<td></td>
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<td></td>
<td></td>
<td>2. By setting a measureable goal (1) they can see progress / monitor progress (1) knowing their training is working/ improving will motivate them to continue with it. (1)</td>
<td></td>
<td>Credit reference to any of the SMART principles for max 1 mark.</td>
<td></td>
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<td></td>
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<td>3. Ensuring target is achievable/realistic (1) so they know they can complete it/they have access to facilities/time (1) which motivates them to continue to train/work hard (1)</td>
<td></td>
<td>Pt. 3 Accept reference to not being demotivated instead of motivated</td>
<td></td>
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<td>4. Make time bound/time based (1) so there is a definite point when the target must be achieved (1) therefore makes them motivated to work hard to achieve within time frame/keeps training interesting/challenging as won’t get bored with same target as set new target once completed/ won’t put off training (1)</td>
<td></td>
<td>Pt 5 – do not accept ‘time’ on own as principle</td>
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<tr>
<td>Question</td>
<td>Answer</td>
<td>Do not accept</td>
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<tr>
<td>5 (ai)</td>
<td>To avoid being tackled by opponent/to get past opponent/sidestep/to change his direction quickly</td>
<td></td>
<td>Accept any response indicating getting past the opponent, e.g. to dodge opponent; outmanoeuvre opponent</td>
<td>1x1</td>
<td>(1)</td>
</tr>
<tr>
<td>5 (aii)</td>
<td>1. To maintain/keep centre of gravity (mass over base of support) 2. To stop from falling forward (when defending) 3. To maintain/keep/remain in/hold/stabilise/stay in defensive position/to allow you to maintain position when trying to make yourself as tall as possible to block shot</td>
<td></td>
<td>Reference to player with the ball Must relate to maintaining position or preventing falling</td>
<td>1x1</td>
<td>(1)</td>
</tr>
<tr>
<td>Qu</td>
<td>Answer</td>
<td>Do not accept</td>
<td>Additional Guidance</td>
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</table>
| 5b | Any two explanations that describe what the component is used for and an example of its application from:  
1. **Power** – for height/acceleration/force (1) to intercept cross/make shot more difficult to save (1)  
   Accept other relevant explanations E.g. to kick the ball a long way/hard shot (1) to clear the ball and get the team out of trouble/more likely to score a goal (1)  
2. **Reaction time** – shots can be deflected (1) therefore need to be able to adjust position quickly to save the shot (1)  
   Accept other relevant explanations eg to make quick decisions (1) so opponent has less time to take the ball from you (1)  
3. **Speed** – for pace in game (1) therefore get in space for pass/to lose marker (1)  
   Accept other relevant explanations eg get past opponent/be first to collect loose ball (1) to allow counter-attack/gain possession (1) OR catch up attacker (1) to prevent them from scoring (1)  
4. **Coordination** – credit example that uses more than one body part e.g. hand/eye (1) so that the racket makes correct contact with shuttle so effective shot/to improve their technique/correct technique/increase accuracy/control (1) | Agility  
Balance  
**Responses that are not linked to 'games' activities.**  
**Responses explaining the importance of health-related exercise**  
Definitions | No credit for naming component  
Accept responses linked to other **games** activities  
Answers can be for the same game or different games, but only credit each component once. | 2x2 | (4) |

**Pt 3** – do not credit a simple repeat of the term, e.g. need to react quick to the game  
If more than one component of fitness is listed for each explanation use first answer only.
<p>| Accept other relevant explanations, e.g. a description of the use of two or more body parts – (1) and impact of this (1) |   |   |   |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>6(a)</td>
<td>Carbohydrates</td>
<td><strong>Carbs</strong></td>
<td>Do accept phonetic spellings</td>
<td>1x1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Slow release energy</strong></td>
<td>As reference is made to the ‘missing nutrient’ in the table response must relate to carbohydrates. Can credit provides energy even if incorrect nutrient identified in (a) or if no nutrient identified in (a)</td>
<td>1x1</td>
<td>1</td>
</tr>
<tr>
<td>6(c)</td>
<td>Credit <strong>specific</strong> reference to exercise, e.g: Weight bearing exercise OR Relevant example, e.g. aerobics/walking/jogging/running</td>
<td><strong>Working out is too vague. Exercise Weight training, unless detail given linking to movement/supporting own body weight</strong></td>
<td>Accept first answer only (unless crossed through, e.g. cycling and running would be marked incorrect) Accept answer that implies regular weight bearing activity, as lifestyle choice e.g. walking to school/work</td>
<td>1x1</td>
<td>1</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Do not accept</td>
<td>Additional Guidance</td>
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<td>6 (d)</td>
<td>A <strong>linked explanation</strong> that makes reference to the following:</td>
<td>Oxygen</td>
<td>Marking point 5 can be credited for general statement about food not having time to be digested/broken down. All other points must be in relation to blood flow.</td>
<td>1x3</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>• Blood shunting/vascular shunt (is used to control volume of blood flow to different areas of the body) (1)</td>
<td>Reference to energy systems</td>
<td></td>
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<td></td>
<td>• To digest food the digestive system needs a (greater) blood supply (1)</td>
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<td></td>
<td>• But during exercise muscles need a greater blood supply/blood shunted from stomach to working muscles (1)</td>
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<tr>
<td></td>
<td>• Therefore there would be insufficient blood flow to exercise effectively as needed by the digestive system (1)</td>
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<tr>
<td></td>
<td>• Therefore food would not be completely broken down (1)</td>
<td>Not stops vomiting/cramp/stitch, as these are consequence of bullet point 5</td>
<td></td>
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<td></td>
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<tr>
<td>Question</td>
<td>Answer</td>
<td>Do not accept</td>
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<td>7</td>
<td>Very muscular/high muscle mass <strong>(1)</strong> so they can run fast in the 100m sprint /apply more force to the blocks for a quicker start <strong>(1)</strong></td>
<td>Large build unless qualified further in relation to muscles Fast twitch muscle fibres ‘Strength’ as replacement for power or muscular Responses that fail to give a characteristic</td>
<td>2nd point must link to 100 m Credit other characteristics that differentiate this body type, e.g. solid build/wide shoulders for 1 mark – cannot get extension mark unless linked to muscle mass.</td>
<td>1x2</td>
<td>(2)</td>
</tr>
<tr>
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</table>
| 8 (a)   | **Identification and explanation** from one of the following:  
1. Helmet (1) protects the skull from possible fractures/head injury/brain damage/concussion if the rider falls (1) by acting as a shock absorber/taking the impact, cushioning the blow to the brain. (1)  
2. Goggles (1) protect from debris in eye (1) by providing a shield between the activity environment and the eyes. (1)  
3. Leg padding/gloves (1) reduces cuts to skin (1) by placing a physical barrier between the skin and the ground should the rider fall. (1)  
4. Shoes (1) increases friction on peddle so foot does not slip (1) keeping control of bike and position so successfully land moves. (1)  
5. Tight clothing (1) reduces the risk of fractures/bruises/breaks as a result of falling (1) due to clothing getting caught in gears causing you to crash (1) | **Do not accept the following:**  
- Examples not in shown in Figure 1.  
- Explanation that does not link to stated risk  
- Reference to 'damage' other than the head in point 1 | Cannot achieve marks across points on m/s. I.e. to gain max marks must link specific risk reduction measure and explanation of how this reduces risk. | 1x3 | (3) |

**Pt. 3 accept alternative injuries, e.g. bruises; breaks; friction burns. Accept reference to reducing impact providing relevant to suggested injury**
8 (b) **One** from the following:

1. Warm up/stretch/mobilise joints (1) prevents muscle tear (1) by increasing elasticity of muscle/by gradually increasing intensity muscles required to work at (1).

2. Check equipment /playing area (1) as brakes allow more control of speed (1) otherwise could go too fast, crashing, resulting in head injury/equiv (1)

3. Use of PAR-Q (1) to identify pre-existing health issues (1) session can then be tailored to health needs to reduce risk of overexertion (1)

4. Entering correct level of competition (1) attempting a track that is too difficult for your standard means more likely to crash (1) leading to cuts/breaks (1)

<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>During event, e.g. Safety rules Use of correct technique Protective clothing After event, e.g Cool down</td>
<td>Can relate to any physical activity</td>
<td>1x3</td>
<td>(3)</td>
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<td></td>
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<td></td>
<td>It must be clear which point the risk reduction measure links to on m/s before further marks for explanation can be credited.</td>
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<td>Pt 2 – check (1) example of potential issue – loose chain/worn brakes (1) – the injury this would prevent</td>
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<td>Pt 4 – allow reference to poor fitness if developed as shown in point 4.</td>
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<tr>
<td>9 (ai)</td>
<td>long term / regular training</td>
<td></td>
<td></td>
<td>1x1</td>
<td>(1)</td>
</tr>
<tr>
<td>9 (aii)</td>
<td>Increases Increased Increase in Larger Greater</td>
<td>Increased stroke volume</td>
<td>Accept response that implies ‘more’ eg quickens or gets faster</td>
<td>1x1</td>
<td>(1)</td>
</tr>
<tr>
<td>9 (aiii)</td>
<td>One from: Cardiac hypertrophy Increased heart size/strength of heart Capillarisation Increased maximum cardiac output Increased resting stroke volume Drop in resting heart rate Drop in resting blood pressure</td>
<td>Adaptations to other body systems, e.g. muscular hypertrophy; increased alveoli More capillaries</td>
<td>Credit other examples of long term training effects on the CV system, including drop in LDL</td>
<td>1x1</td>
<td>(1)</td>
</tr>
<tr>
<td>9 (b)</td>
<td>Increases Makes high/higher</td>
<td></td>
<td>Accept response that implies ‘more’</td>
<td>1x1</td>
<td>(1)</td>
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<tr>
<td>Question</td>
<td>Answer</td>
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<td>10</td>
<td>Four from the following: 1. Antagonistic is when one of the muscles contracts, <strong>AND</strong> the other relaxes (1) 2. Muscles correctly identified in relation to correct joint (Biceps, triceps working at elbow OR hamstrings, quadriceps working at knee) (1) 3. The biceps contract to flex the arm at the elbow <strong>OR</strong> The triceps contract to extend the arm (1) 4. The quadriceps contract to extend the leg at the knee <strong>OR</strong> the hamstrings contract to flex the leg at the knee. (1)</td>
<td><strong>Point 1</strong> – Not - when a pair of muscles work together/work against each other</td>
<td><strong>Max 1 mark per numbered point on m/s</strong></td>
<td><strong>1x4</strong></td>
<td><strong>(4)</strong></td>
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<td>Question</td>
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| 11 (a)  | Movement range can be stated in **any** order  
1. Rotation/rotate  
2. Abduction/abduct (to) adduction/adduct (or visa versa) | Reference to flexion and extension as given in question Circumduction | Pt 2 Must state both terms for credit.  
Pt 2 – if **only** stated abduction/adduction but over two lines can gain 1 mark. | 2x1 | (2) |
| 11 (b)  | Credit any example that involves moving upper arm/whole arm rather than just lower arm, e.g. arm action when diving into a pool or any movement involving rotation of upper arm (as must flex/extend shoulder to achieve this), e.g. butterfly arm action, arm action in front somersault, bowling action in cricket (1) | Do not accept action not involving movement of the upper arm, e.g. biceps curl  
Name of sport without specific action e.g weight lifting.  
Non specific example, e.g. tennis shot/hitting a ball/boxing punch | Shoulder extension occurs when the upper arm is moved downwards (from an upright position, e.g. volleyball block) towards the rear of the body. Therefore accept action involving ‘overarm’ movement, e.g. (follow through after) tennis serve, throwing a ball, shooting in basketball | 1x1 | (1) |
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<th>Question</th>
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<th>Mark(s)</th>
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<tr>
<td>12</td>
<td>(a)</td>
<td>A description that makes reference to <strong>two</strong> of the following linked points:</td>
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<td></td>
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<td>1. By reducing intake of saturated fats (1) arteries will remain clear/not blocked (1)</td>
<td><strong>Pt. 1</strong> Relates to diet - allow reference to other aspects of diet, e.g. salt intake; foods high in fibre/balanced diet.</td>
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<td>OR by eating foods low in LDL cholesterol/reduce high cholesterol foods (1) to prevent build up of fatty deposits/maintain blood flow (1)</td>
<td><strong>Pt. 2</strong> Relates to use of exercise, must imply regular for 2 marks</td>
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<td>2. Exercise (1) to release serotonin to reduce stress/lose weight if overweight/limit thickening of walls of arteries (1)</td>
<td><strong>Pt. 3</strong> Relates to lifestyle choice - so could suggest any choice which would lead to drop in BP, e.g. stop smoking (1) as reduces tar build up in arteries (1); reduce alcohol intake; reducing weight if overweight/not being overweight or reducing stress</td>
<td>2x2</td>
<td>(4)</td>
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<td>3. Make positive lifestyle choice/or gives an example of positive lifestyle choice (1) and how this relates to BP (1), For example play sport/use relaxation methods (1) to reduce stress to reduce blood pressure (1)</td>
<td>Pt 3 – in this example stress must first be linked to elevated blood pressure, therefore techniques to reduce stress would reduce BP</td>
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<td>Credit reference to taking medication prescribed by a doctor - max 1 mark</td>
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<td>Descriptions must differ, if exercise/play sport is mentioned in both examples can only credit max 3 marks.</td>
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<tr>
<td>Question</td>
<td>Answer</td>
<td>Do not accept</td>
<td>Additional Guidance</td>
<td>Marks</td>
<td>Total</td>
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<td>12</td>
<td>(b)</td>
<td>Any of: Cooper’s 12 minute run 12 minute Cooper run Cooper(s) Cooper(s) run 12 min run Treadmill test Multi stage fitness test</td>
<td>Accept other relevant tests of cardiovasculrar fitness Accept alternative recognised terminology for tests e.g bleep test/MSFT</td>
<td>1x1</td>
<td>(1)</td>
</tr>
<tr>
<td>12</td>
<td>(ci)</td>
<td>Recovery Recovery rate</td>
<td>Recovery time</td>
<td>1x1</td>
<td>(1)</td>
</tr>
<tr>
<td>12</td>
<td>(cii)</td>
<td>To measure his fitness To see if he is getting fitter/if his PEP/training is working To see if (resting) heart rate/it is getting lower/decreased</td>
<td>To see if its changed/improved To see if he is improving/track progress Responses linked to recovery heart rate rather than resting</td>
<td>1X1</td>
<td>(1)</td>
</tr>
<tr>
<td>12</td>
<td>(ciii)</td>
<td>Credit placement of heart rate values that gives line that slopes down to the right from 1 min to 3 mins Insert images/thumbnails of acceptable responses</td>
<td>Line that drops below 40 bpm Line that remains above 120 at min 3. Graphs that have only been ‘plotted’, i.e. no lines.</td>
<td>1x1</td>
<td>(1)</td>
</tr>
<tr>
<td>12</td>
<td>(d)</td>
<td>Any two from: 1. Increased breathing rate/ increased ventilation 2. Increased depth of breathing / heavy breathing 3. Increased tidal volume 4. Oxygen debt</td>
<td>Responses related to other body systems Increased vital capacity</td>
<td>2x1</td>
<td>(2)</td>
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</table>
A discussion of the application of the principles of training to improve fitness that makes reference to:

Indicative content
To progress through the levels there needs to be evidence of the ability to write coherent discussion points that relate to the question. These points could take a variety of forms but should be linked and show progression of an argument/point that links application of the principles of training to an increase in fitness.

NB - Question asks how 'this' improves fitness therefore developed statements must link to fitness

A - Identify principles of training with definition/description (example simple statements)
- List of principles (no description)/acronyms, e.g. RIPS, SPORT, FITT (S)
- Progressive overload – gradually increasing intensity of workload (S)
- Specificity – focusing training on the needs of the activity/relevant area of fitness (S)
- Individual differences/needs – personalised training plan (S) (accept personalisation in relation to age, gender, fitness levels, sport)
- Rest and recovery – allowing time between training sessions for sufficient rest and for adaptations to take place (S)
- FITT – represents frequency; intensity; time; type (S)
- Frequency means how often you train (S)
- Reversibility – means that if you decrease level of exercise your level of fitness will drop (S)

B – Identify principles of training with examples (example simple statements) then linked to fitness (developed)
- Progressive overload – starting at 5KG and increasing to 6KG once 5KG becomes too easy (S) in this way the muscles adapt to the new work loads increasing the strength of the student (D)
- Specificity – the sprinters in the class use short rest intervals and work anaerobically compared to the long distance runners in the group (S) this would mean each type of performer was improving a relevant aspect of fitness for their activity (D)
- Individual differences/needs – Jo lifts 15KG compared to Mike’s 25KG as she isn’t as strong as Mike (S) if she lifted as much as Mike before she had increased her fitness she would injure herself and lose fitness as not able to train (D)
- Rest and recovery – have training sessions on alternate days (S) so that the body has time to replenish energy stores so it can train again and begin to adapt (D)

C – Effectively applied: (example developed statements where principles and their description linked to explanation of how they could be applied.)
- Progressive overload – by increasing workload slightly minimises risk of injury (S) – therefore the body can continue to train without fear of needing to stop due to injury. (D)
- Progressive overload gradually increasing the intensity of workload (S) causing the body to adapt, increasing fitness (DS)
- If injured due to overuse through not applying progressive overload (S) means you have to reduce training therefore losing fitness through reversibility (D).
- FITT – represents frequency; intensity; time; type – if the class start with two exercise sessions a week and then increase this to three they will have increased frequency (S) of training therefore their bodies will adapt to the new level of training making them fitter. (D)

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<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>Level 0</td>
<td>0</td>
<td>No rewardable material</td>
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</table>
| Level 1 | 1-2 | i) A number of **simple statements** that comment on the principles of training E.g. Progressive overload - gradually increasing intensity of workload  

ii) A number of **simple statements** that give examples to describe the principles of training. E.g. Progressive overload - starting at 5KG and increasing to 6KG once 5KG becomes too easy |

Candidates will produce brief and narrative responses, making a limited number of simple statements, probably with limited reference to the question. Little knowledge and understanding of the range of requirements. Responses produced by candidates will be mostly generalised, and may not fully address the requirement of the question. Candidates’ writing communicates ideas using everyday language, but lacks clarity and organisation. There will be frequent errors in candidates’ spelling, grammar and punctuation.

| Level 2 | 3-4 | i) Developed statements, i.e. simple statements with description and example of principles of training that, if used effectively would improve fitness. E.g. Individual differences/needs - focusing training on needs of individual - Jo lifts 15KG compared to Mike’s 25KG as she isn’t as strong as Mike.  

ii) **Developed statements**, i.e. simple statements with explanation of how principle should be applied to bring about improvement in fitness.  

iii) Basic (but accurate) conclusion in line with previous points. |

Candidates’ responses will be mostly accurate and include relevant factual material. Some knowledge and understanding of the application of the principles of training. Candidates will have addressed the requirement of the question to discuss the use of the principles of training to improve fitness with some success. 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.
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<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
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| **Level 3** | 5-6 | i) Developed statements (using relevant examples) *balanced* and *succinct*.  

ii) **Conclusion** provided based on points raised  

Candidates will offer factually accurate and sustained responses that relate well to the focus of the question and successfully addresses the discursive demands. Sound knowledge and understanding of the principles of training and their application. The discussion will be supported by accurate factual material that is relevant to the question. The majority of the specification principles of training will be fully discussed with appropriate conclusions reached. Candidates’ writing communicates ideas effectively using appropriate terminology, and organises material clearly and coherently. Spelling, punctuation and grammar will be accurate throughout the response. |
A discussion of the use of steroids to enhance performance in athletic events that makes reference to:

**A - Reasons for (example simple statements - developed statements)**
- A shot putter may take steroids to increase muscle mass (S) allowing them to put the shot further as they can generate more power (accept other specific examples)
- Can train harder/longer (S) get greater fitness adaptations
- More suited to power events as adaptations more beneficial in these activities (S) for example an increase in muscle mass will mean that a discus thrower can throw the discus further (DS)
- Can increase aggression (S) therefore mentally psyching performers up more especially in throwing events like the shot (DS)
- Recovery time is decreased if injured (S) therefore able to return to training quicker so less chance to lose adaptations/more opportunity to improve fitness (DS)
- Other people take them and don’t get caught via drugs testing (S) therefore to compete with these people ‘I’ need to take them
- Increases chances of winning (S) to give the fame and rewards that comes from winning (DS)

**B - Reasons against (example simple statements - developed statements)**
- List of side effects (2 or more) SS If list developed can award DS as shown below
- Can lead to increased aggression/make aggressive (S) therefore lose focus or behave inappropriately causing a drop in performance (DS)
- Lower sperm count reducing fertility/leading to infertility (S) therefore less chance of having children later in life (DS)
- Can promote acne (S) therefore may impact self-esteem negatively
- Can cause liver damage (S) therefore risking liver disease in later life
- Will get banned/disqualified from competition (S) if drugs are found in body after random drugs testing (DS)
- It is against the rules of the sporting competition (S)
- Can reflect badly on the sport due to poor media coverage (S) resulting in lower participation rates

**C - Values: (example simple statements - developed statements)**
- It is considered cheating (therefore) if caught as a result of drugs testing you will be named and shamed and lose sponsorship/
- It is against the ethos/spirit of sport (because) it is no longer a fair competition /level playing field/gives you an unfair advantage

**D - Conclusions: (example developed statements at end of response as summary/conclusion. If no ‘therefore’, i.e. first part of statement only = simple statement)**
- Advantages lead to development of power therefore more advantageous for
sprinters than endurance athletes.

- Whilst there are advantages which would encourage use, there are many ethical considerations and health risks therefore they should not be taken to enhance performance.
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<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor (Question 14)</th>
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<tbody>
<tr>
<td>Level 0</td>
<td>0</td>
<td>No rewardable material</td>
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</table>
| Level 1 | 1-2 | (i) A number of **simple statements** that describe benefits and/or negatives of taking steroids. E.g. Can train harder, or can decrease sperm count.  
(ii) A number of **simple statements** that describe ethical considerations of taking steroids. E.g. it is considered cheating.  

Candidates will produce brief and narrative responses, making a limited number of simple statements, probably with limited reference to the question. Little knowledge and understanding of the range of requirements. Responses produced by candidates will be mostly generalised, and may not fully address the requirement of the question to discuss the use of steroids in athletic events. 

Candidates’ writing communicates ideas using everyday language, but lacks clarity and organisation. There will be frequent errors in candidates’ spelling, grammar and punctuation. |
| Level 2 | 3-4 | (i) Developed statements, i.e. simple statements of benefits and/or disadvantages of taking steroids with explanation to develop point. E.g. Can train harder (therefore) get greater fitness adaptations OR Can lead to too much aggression (therefore) lose focus and performance dips.  
(ii) **Developed statements**, i.e. simple statements with explanation of ethics of taking steroids.  
(iii) Basic (but accurate) conclusion in line with previous points.  

Candidates’ responses will be mostly accurate and include relevant factual material. Some knowledge and understanding of the ethics and effects of steroids use on health and performance. Candidates will have addressed the requirement of the question to discuss the use of steroids to enhance performance in athletic events. 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. |
| Level 3 | 5-6 | i) Developed statements (using relevant examples) **balanced** and **succinct**.  
ii) **Conclusion** provided based on points raised  
Candidates will offer factually accurate and sustained responses that relate well to the focus of the question and successfully addresses the discursive demands. Sound knowledge and understanding of the ethics and effects of steroids use on health and performance. The discussion will be supported by accurate factual material that is relevant to the question. The majority of the effects will be fully discussed with |
| candidates' writing communicates ideas effectively using appropriate terminology, and organises material clearly and coherently. Spelling, punctuation and grammar will be accurate throughout the response. |