



Rewarding Learning

General Certificate of Secondary Education

Physical Education

Paper 1

Factors Underpinning
Health and Performance

[G9771]

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for Physical Education which are assessed in examination paper 1 and paper 2.

Candidates must:

- AO1** be able to recall knowledge and demonstrate understanding of the concepts, facts, terminology, principles and methods relating to the subject content;
- AO2** be able to apply effectively the concepts, facts, terminology, principles and methods relating to the subject content;
- AO3** be able to analyse, interpret and evaluate information and data relating to the subject content.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking Calculations

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

Threshold performance: Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.

Intermediate performance: Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

High performance: Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is good.

Level 3: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

- 4 (a) In a press up **isotonic** muscle contraction occurs because the muscle is **moving** while contracting/working against a resistance with movement.

In a plank **isometric** muscle contraction occurs because this involves a muscle producing tension but staying the **same length/no movement** around the joint/working against a resistance without movement.

Award [0] for an answer not worthy of credit.

Award [1] for identifying the right type of contraction.

Award [1] for understanding how the muscle performs differently between isometric and isotonic contractions.

(4 × [1])

[4]

- (b) **Concentric** contractions involve the **muscle shortening**/the origin and insertion of the muscle move closer together and the muscle becomes fatter. **Eccentric** contractions involve the **muscle lengthening** whilst it is under tension/the origin and the insertion move further away from each other.

Award [0] for an answer not worthy of credit.

Award [1] for a basic of what the type of muscle contraction involves.

Award [2] for a clear understanding of what the type of muscle contraction involves.

(2 × [2])

[4]

8

- 5 (a) Role of the **small intestine**:

- **Absorb nutrients and water** into the blood through the walls of the small intestine
- **Transfer of nutrients/minerals/molecules to the blood**
- **Support the body's immune system**
- **Muscular walls within the small intestine continue to mix and break down food**

Award [0] for an answer not worthy of credit.

Award [1] for a basic understanding of the role of the small intestine.

Award [2] for a clear understanding of the role of the small intestine.

[2]

- (b) The role of the **large intestine**:

- **Absorption of sodium**
- **Absorption of water/reabsorption of water**
- **Excretion of waste products**
- **Maintains over 500 species of bacteria to ferment indigestible material**

Award [0] for an answer not worthy of credit.

Award [1] for a basic understanding of the role of the large intestine.

Award [2] for a clear understanding of the role of the large intestine.

[2]

4

- 6 (a) *Example answers:*

- The exercise will generate a rise in carbon dioxide.
- The exercise will lead to breathing getting faster and deeper/an increase in breathing rate/increase in tidal volume/ventilation to meet the demands of the exercise.
- The respiratory system will take oxygen into the body.
- The respiratory system will breathe out carbon dioxide.
- Intercostal muscles and diaphragm work harder to expand the thoracic cavity to draw in more air/more oxygen.

- Oxygen diffuses into the blood from the respiratory system/the cardiovascular system collects oxygen from the respiratory system/lungs.
- Gas exchange occurs between the alveoli and the blood capillaries/the blood capillaries and the muscle.
- Increased heart rate to supply blood flow carrying oxygen for the working muscles/cardiac output increases to bring more oxygen to the working muscles.
- The working muscles use oxygen for energy.
- As the run continues there will be an increase in carbon dioxide which will lead to fatigue.
- The oxygen supplied by the respiratory and cardiovascular systems will break down lactic acid/delay fatigue or aid recovery/to replace the oxygen debt.
- The increased blood flow will reduce the risk of muscular injury due to an increase in body temperature.
- Blood pressure will increase to provide a faster blood flow.
- Vasoconstriction/vasodilatation increases to shunt blood where required, e.g. the working muscles.

NB Do not accept long-term effects of optimal training on the respiratory or cardiovascular systems.

Award **[0]** for an answer not worthy of credit.

Level 1 ([1]–[2])

Overall impression – basic

Basic to moderate explanation of how the cardiovascular and respiratory systems work together to allow a person to complete a long distance run. The quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([3]–[4])

Overall impression – good

Moderate to competent explanation of how the cardiovascular and respiratory systems work together to allow a person to complete a long distance run.

The quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Overall impression – excellent

A highly competent and detailed explanation of how the cardiovascular and respiratory systems work together to allow a person to complete a long distance run.

The quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

[6]

(b) Example answers:

- Tar, dust and soot from smoke will lie in the alveoli (air sacs) in the lungs/damages the alveoli; less surface area to exchange oxygen and carbon dioxide/less oxygen to the working muscles causing fatigue/tiredness quicker.
- Carbon monoxide takes the place of oxygen in the red blood cells; so less oxygen for energy production.
- Smoking constricts the lungs' air passages making it more difficult to breathe air into lungs; so less oxygen causing fatigue/tiredness quicker.
- Blood vessels constrict making heart work harder/blood pressure increases; so, cannot maintain aerobic respiration.

NB Do not accept less efficient respiratory system or any general long-term health issue caused by smoking.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for explaining the long-term effect of smoking on the respiratory or cardiovascular system.

Award **[2]** for explaining the long-term effect of smoking on the respiratory or cardiovascular system, **and** the impact of this on physical performance.

(2 × [2])

[4]

10

7 Example answers:

- The rugby player's sensory nerves gather information from inside the body and the outside environment.
- The exteroceptors see/hear the opponent coming towards them/this information is received by the eyes/ears.
- The rugby player selects the most important information, short-term sensory storage. This information is temporarily held in the short-term memory and compared with recognition of the situation in the long-term memory.
- The rugby player could use their proprioceptors to inform the brain where the rugby player's limbs are positioned/help the player to move their limbs with accuracy and speed.
- The nerves then carry the information to the central nervous system (CNS).
- Sensory information brought to the CNS is processed and interpreted to provide the correct response.
- Motor nerves convey information from the CNS to the muscles and the glands of the body/CNS sends nerve impulses to the muscular system to contract and move quickly to sidestep the opponent.

Award **[0]** for an answer not worthy of credit.

Level 1 ([1]–[2])

Overall impression – basic

Basic to moderate description of how the nervous system processes information when performing a sports skill.

The quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([3]–[4])

Overall impression – good

Moderate to competent description of how the nervous system processes information when performing a sports skill.

The quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material

is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

AVAILABLE
MARKS

Level 3 ([5]–[6])

Overall impression – excellent

A highly competent and detailed description of how the nervous system processes information when performing a sports skill.

The quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear. [6]

6

8 (a) *Example answers:*

- Transport nutrients/food
- Remove waste/unabsorbed food and other waste products
- Regulate body temperature/prevent heat exhaustion
- Replace lost fluid due to sweat/urine/to rehydrate
- Help with blood flow
- Maintain efficient brain function/concentration/prevents dizziness
- Prevents/slows down muscle fatigue

Award [0] for an answer not worthy of credit.

Award [1] for a basic explanation of the importance of water being included in a balanced diet.

Award [2] for a clear and competent explanation of the importance of water being included in a balanced diet. [2]

(b) *Example answers:*

- Prevents constipation/provides bulk to faeces
- It makes you feel full/eat less
- Keeps the digestive system healthy
- Absorbs poisonous wastes from digested food

Award [0] for an answer not worthy of credit.

Award [1] for a basic explanation of the importance of dietary fibre being included in a balanced diet.

Award [2] for a clear and competent explanation of the importance of dietary fibre being included in a balanced diet. [2]

4

9 *Example answers:*

- **Age:** need more calories in a teenage spurt; metabolic rate slows down as you get older. This is shown as the sedentary 14–18 year old male needs 2200 calories compared to a 9–13 year-old male only needing 1800 calories.
- **Metabolism**/the rate at which you process or burn up your food: as you get older metabolic rate decreases. The more exercise a person does, the higher their metabolic rate. People tend to exercise less as they age therefore a drop in metabolic rate. As older people eat less than their younger counterpart this reduces their metabolic rate. This is shown as an active female requires 2500 calories when they are 19–30 years of age but this decreases to 2100 when they are aged 51+.
- **Body size and Gender:** the bigger a person's body the more calories they need/males are generally bigger than females – this accounts for difference in number of calories needed by each gender. This is shown as an active

female aged 19–30 years of age compared to an active male of the same age needs 600 calories less.

- **Physical activity levels:** If a person exercises they will need more calories than someone with a sedentary lifestyle. This is shown by an inactive female aged 19–30 years old requiring 500 calories less than an active female of the same age.

Award **[0]** for an answer not worthy of credit.

Level 1 ([1]–[2])

Overall impression – basic

Basic to moderate understanding of the factors which affect a person's energy needs, with little reference to the data provided.

The quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([3]–[4])

Overall impression – good

Moderate to competent understanding of the factors which affect a person's energy needs, with some reference to data provided.

The quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([5]–[6])

Overall impression – excellent

A highly competent and detailed understanding of the factors which affect a person's energy needs, with good reference to data provided.

The quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

[6]

6

10 Example answers:

- Aggressive/violent
- Manipulative
- Lack of concern for others/selfish
- Cannot sustain relationships
- Lack of guilt/blame others

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a clear example of how illegal drugs affect a person's behaviour. [1]

1

11 Example answers:

- Visit GP/practice nurse/pharmacist who can provide information, encouragement and tips on stopping smoking.
- Attend a specialist NHS workshop, e.g. 'Stop Smoking Clinics'
- Identify online support, e.g. www.want2stop.info/PHA website that provide information on effects of smoking, nicotine replacement therapies,

		AVAILABLE MARKS
	<p>services available, withdrawal symptoms; advice and goal setting; quit kits, questionnaire on personal triggers</p> <ul style="list-style-type: none"> Take a variety of medicines to increase the chance of quitting by more than two thirds: Nicotine replacement therapy (NRT), e.g. gums, patches, tablets, lozenges and inhalers. <p>Award [0] for an answer not worthy of credit. Award [1] for identifying an appropriate method of help available to assist a person to stop smoking tobacco. Award [2] for identifying and explaining an appropriate method of help available to assist a person to stop smoking tobacco. (2 × [2])</p>	4
12	<p>(a) Figure 3 = It is illegal to sell alcohol to a person under the age of 18.</p> <p>Award [0] for an answer not worthy of credit. Award [1] for identifying the correct law on alcohol consumption. [1]</p> <p>(b) Figure 4 = It is advised not to drink alcohol and drive. It is against the law for an adult to drive with more than 80 milligrams of alcohol per 100 millilitres of their blood.</p> <p>Award [0] for an answer not worthy of credit. Award [1] for identifying the correct advice on alcohol consumption. [1]</p>	2
13	<p><i>Example answers:</i></p> <ul style="list-style-type: none"> Stereotypes that some sports are traditionally masculine sports/some females think that sport is unfeminine/sexuality questioned for participating in particular sports Some females think that sport involves physical strength/females not strong enough/fear getting hurt Lack of family/friends support Not enough time/child rearing responsibilities make it difficult to find time/difficult to find childcare or crèche facilities Not enough sports/clubs/teams for female participation Little media coverage of female sports Lack of female sporting role models Embarrassed/lack self-confidence Lack of appropriate facilities for some women/women whose culture/religion demands privacy Pregnancy restricts activities More concerned with maintaining cosmetic good looks <p>Award [0] for an answer not worthy of credit. Award [1] for a clear example of how gender can negatively affect involvement in physical activities or sport. (3 × [1])</p>	3
14	<p><i>Example answers:</i></p> <ul style="list-style-type: none"> Up-to-date sporting/technological facilities provided by local councils Wide range of physical activities/sports/facilities to choose from to target specific groups e.g. gender, age, disability Public sector facilities offer subsidies to make participation more affordable Easy access to sporting facilities Provide taster courses on a wide range of physical activities/sports 	

		AVAILABLE MARKS
<ul style="list-style-type: none"> • Provide sports coaching to develop skills • Encouraging those with disabilities through access, provision and opportunity • Provide transport to physical activities/sport • Promote in various forms of media the physical activities/sports offered <p>Award [0] for an answer not worthy of credit. Award [1] for a clear understanding of how the public sector/local councils operate to increase participation in physical activity. (3 × [1])</p>	[3]	3
<p>15 (a) Sports physiotherapist</p> <p>Award [0] for an answer not worthy of credit. Award [1] for correctly identifying the career that exists in the active leisure industry.</p> <p>(b) Example answers:</p> <ul style="list-style-type: none"> • Sports injury clinics • Professional and amateur sports teams or club • Health and fitness clubs/sports and leisure centres • NHS <p>Award [0] for an answer not worthy of credit. Award [1] for understanding the career pathway of a job that exists in the active leisure industry.</p>	[1]	
<p>16 <i>Example answers:</i></p> <ul style="list-style-type: none"> • People will have more time after they retire to participate in passive or leisure activities • People could have better physical health which would mean they can do much more active leisure activities at an older age. <p>Award [0] for an answer not worthy of credit. Award [1] for a basic explanation of how increased life expectancy can contribute to increased leisure time. Award [2] for a clear and competent explanation of how increased life expectancy can contribute to increased leisure time.</p>	[1]	2
<p>17 (a) Example answers:</p> <ul style="list-style-type: none"> • The 14-year-old student is not attaining the PHA's recommendation of at least 60 minutes; of moderate to vigorous intensity physical activity every day. • The 14-year-old student includes two vigorous sessions in the week, but the recommendation is to include at least three. • The circuit training session does include muscle and bone strengthening activities however if the intensity of the netball training was increased it would contribute to the recommended minimum three sessions. • Not all the activities made the student breathe faster or feel warmer, e.g. the walk home from school was only at a fairly moderate intensity. <p>Award [0] for an answer not worthy of credit. Award [1] for a basic understanding of the PHA's advice and recommendations on exercise and physical activity for young people. E.g. the 14-year-old student is not attaining the PHA's recommendation of at least 60 minutes of physical activity every day.</p>	[1]	1

Award **[2]** for a moderate understanding of the PHA's advice and recommendations on exercise and physical activity for young people.
E.g. the 14-year-old student is not attaining the PHA's recommendation of at least 60 minutes of moderate to vigorous physical activity every day.

Award **[3]** for a competent understanding of the PHA's advice and recommendations on exercise and physical activity for young people.
E.g. the 14-year-old student is not attaining the PHA's recommendation of at least 60 minutes of moderate to vigorous physical activity every day. The 14-year-old student includes two vigorous sessions in the week, but the recommendation is to include at least three.

Award **[4]** for a highly competent understanding of the PHA's advice and recommendations on exercise and physical activity for young people.
E.g. the 14-year-old student is not attaining the PHA's recommendation of at least 60 minutes of moderate to vigorous physical activity every day. The 14-year-old student includes two vigorous sessions in the week, but the recommendation is to include at least three. Not all the activities made the student breathe harder, feel warmer or make their heart beat faster. [4]

(b) *Example answer*

Day	Type of physical activity or sport	Time	Intensity
Monday	Netball training Skip at break time	60mins 10 mins	Vigorous Moderate
Tuesday	PE class, circuit training Walk home from school	45 mins 20 mins	Vigorous Moderate
Wednesday	Netball training Skip at break time	60 mins 10 mins	Vigorous Moderate
Thursday	Play netball at lunch time Cycle home from school HITT training following online programme	20 mins 15 mins 30 mins	Moderate Moderate Vigorous
Friday	Netball match	60 mins	Vigorous
Saturday	Swim	60 mins	Moderate
Sunday	HITT training following online programme Family walk	30 mins 45 mins	Vigorous Moderate

Award **[0]** for an answer not worthy of credit.
Award **[1]** for a basic ability to apply the PHA's advice and recommendations on exercise and physical activity.
Award **[2]** for a moderate ability to apply the PHA's advice and recommendations on exercise and physical activity.
Award **[3]** for a competent ability to apply the PHA's advice and recommendations on exercise and physical activity.
Award **[4]** for a highly competent ability to apply the PHA's advice and recommendations on exercise and physical activity. [4]

8

18 Example answers:

Activity 1:

- Drowning – Competent and trained staff on duty, e.g. lifeguard; swim within depth; water signs of depth clearly visible; wear appropriate buoyancy aid if necessary
- Respiratory illness from chlorine – take inhaler; regular water tests; lifeguard
- Cramp – do not over exert; lifeguard; warm up

- Collision with wall – flags on ceiling; lifeguard
- Fooling around/jumping in

Activity 2:

- Concussion/Bruising/Cuts/Muscle strain – spotters; safety mats; complete skills according to learning/example of correct clothing and footwear; warm up; check equipment; use harness

Activity 3:

- Cut/Fracture/Dislocation – follow rules; example of correct protective clothing and proper footwear; warm up; balanced competition; check equipment, e.g. goalposts
- Playing surface – being uneven/having holes/debris on the surface/length of grass

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying a potential hazard for a specific sport.

Award **[1]** for clearly linking an action to minimise stated risk.

(6 × [1])

[6]

6

19 (a) Example answers:

- The person does not suffer from any medical conditions; the person will not have to seek advice from a GP before engaging in physical activity/ at reduced risk when participating in physical activity.
- The person does not suffer from back pain or chest pain at any time; they will not be restricted in the type or intensity of physical activity they participate in.
- The person does not smoke; they will be able to exercise aerobically for longer as better diffusion of gases in the alveoli/the lungs' air passages will not be constricted making it easier to breathe air into the lungs.
- The person eats breakfast every day; help boost metabolic rate/higher energy levels, strength and endurance to engage in physical activity.
- The intensity at which the person exercises is at the recommended level by the PHA.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying an accurate strength of a person's lifestyle.

Award **[2]** for identifying an accurate strength of a person's lifestyle and explaining how this will help participation in physical activity.

(2 × [2])

[4]

(b) Example answers:

- The person does drink alcohol; the brain controls the body but alcohol reduces this control/this will effect the person's coordination/reflexes/ memory/decision-making/high blood pressure.
- The person is undergoing physiotherapy; this may restrict the physical activity which they can participate in/make the person afraid to participate in physical activity due to further injury.
- The person is currently taking medication; this could cause side effects which could affect their ability to participate in physical activity, e.g. nausea.
- The person has a cold; this could make them tired/at risk of further illness if they were to participate in physical activity.
- The person does not drink enough water; greater risk of dehydration which will make blood thicker/increase heart rate/decrease the amount of blood your heart can pump making participation in physical activity harder.

- The person suffers from high levels of stress; may be too anxious to participate in physical activity.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying an accurate area for improvement of a person's lifestyle.

Award **[2]** for identifying an accurate area for improvement of a person's lifestyle **and** explaining how this will negatively affect participation in physical activity.

(2 × [2])

[4]

AVAILABLE
MARKS

8

20 (a) *Example answer:*

Each team will be awarded three points for a win; one point for a draw and no points for a defeat. The team to end the season with the most points will be the overall winner. If teams are drawn on points at the end of the season, their position will be determined by goal difference, and then the number of goals scored.

NB Candidates can plan a play-off to determine the overall league winner but they must also explain the points awarded for games played throughout the season.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a basic explanation of how to score a league and determine the overall winner.

E.g. the team with the most points is the overall winner.

Award **[2]** for a moderate explanation of how to score a league and determine the overall winner.

E.g. teams will be awarded three points for a win and one point for a draw.

Award **[3]** for a competent explanation of how to score a league and determine the overall winner.

E.g. teams will be awarded three points for a win and one point for a draw.

The team with the most points is the overall winner.

Award **[4]** for a highly competent explanation of how to score a league and determine the overall winner.

E.g. each team will be awarded three points for a win; one point for a draw and no points for a defeat. The team to end the season with the most points will be the overall winner. If teams are drawn on points at the end of the season, their position will be determined by goal difference, and then the number of goals scored.

[4]

- (b)** If overall winner is determined by most points scored in (a) 18 matches will be played in the hockey league.

If overall winner is determined by a play-off between the top two teams in (a) 19 matches will be played in the hockey league.

Award [0] for an answer not worthy of credit.

Award [1] for planning the correct number of matches to determine the overall winner.

[1]

(c) (i) *Example of specific skills required:*

Communication; Problem solving; customer service; interpersonal; leadership; negotiation; financial; sales; marketing; time management; team work

Any other acceptable skill

NB Do not accept organisational

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying an appropriate skill required to successfully plan an event.

Award **[2]** for identifying and explaining when an appropriate skill would be required to successfully plan an event. [2]

(ii) Example of qualities required:

Motivation; initiative; creativity; inspiration; enthusiasm; positive attitude.

Any other acceptable quality

NB Do not accept organised

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying an appropriate quality required to successfully plan an event.

Award **[2]** for identifying and explaining when an appropriate quality would be required to successfully plan an event. [2]

Total

**AVAILABLE
MARKS**

9

100