



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2015**

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**Sports Science and the  
Active Leisure Industry**

**Unit AS 2**

*assessing*

**The Active Leisure Industry:  
Health, Fitness and Lifestyle**

**[A1L21]**

**FRIDAY 5 JUNE 2015, AFTERNOON**

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**MARK  
SCHEME**

## General Marking Instructions

### Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

### The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

1 People are being encouraged to improve their health by getting involved in active leisure pursuits.

(a) Explain the term active leisure.

Answers may address some of the following points:

- Active leisure refers to spending time available for ease and relaxation by participating in activities that involve exertion of physical or mental energy. Low impact physical activities include walking and yoga, high impact activities include kick-boxing and soccer.
- Active leisure can be divided into three categories of activity – physical leisure, which encompasses sport and exercise. These activities often occur outside the home. Social leisure, where the primary focus is socialising with family and friends. Cognitive leisure, where the focus is on hobbies, games or other mentally stimulating activities. [2]

Award [1] mark for key phrase and up to [2] marks for the explanation.

All other valid points will be given credit.

(AO2)

(b) Describe the physical effects for an individual participating in active leisure.

Answers may address some of the following points:

(i) Short-term effects:

- Increase in heart rate, increase stroke volume, increase cardiac output.
- Burns calories, used to provide energy.
- Blood flow is increased as hard-working muscles demand more oxygen.
- Chemical changes occur, more adrenaline and endorphins are released from the brain.
- Control body temperature due to heat generated by working muscles. [2]

(ii) Long-term effects:

- Decrease in resting heart rate as the rigors of regular exercise require so much work from the cardiovascular system. The heart becomes more efficient and no longer needs to beat as quickly to supply the body with blood while at rest.
- Stroke volume increases. Resting heart rate is able to slow down because the heart is now trained to pump a larger quantity of blood with every beat.
- The whole of the skeletal system can be strengthened through performing exercise.
- Reduction in blood pressure when resting. Exercise does cause the blood pressure to rise for a short time, however when an individual stops their blood pressure should return to normal.
- Increased aerobic fitness – when exercise is performed over a period of weeks or months, the body adapts. The physiological changes that occur with repeated exposure to exercise improve the body's exercise capacity and efficiency. With aerobic training, e.g. running and cycling, the heart and lungs become more efficient and endurance capacity increases.
- Exercise slows down decline in  $VO_2$  max and therefore aerobic capacity remains higher.
- Exercise stimulates the thickening and improved elasticity of cartilage.
- Exercise reduces obesity by burning off excess fat during and after activity when the body's metabolic rate remains elevated. [2]

Award [1] mark for a brief explanation and up to [2] marks for a full answer.

All other valid points will be given credit.

(AO2)

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- (c) Explain the psychological and social benefits of participating in a physical activity for an individual and the economic benefits it has for society.

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Answers may address some of the following points:

(i) Psychological benefits

- Exercise has positive effects on the body and mind. Physical activity increases the level of various neurotransmitters in the blood, which influence the psychological functions, releasing adrenaline and endorphins in the body.
- Endorphins released by the brain generate a sense of happiness, “feel good” factor and can reduce the feeling of depression.
- Positive energy gives clarity of thought, enabling some people to be able to cope much better.
- A change in mood reducing lethargy, the mind tends to stay more alert which enhances concentration and memory.
- Increase in activity levels leads to a healthy body and can improve sleep patterns.
- Reduction in stress and fatigue caused by an imbalance of work/life commitments. Takes mind off difficult, stressful situations and can reduce frustration levels.
- Increases self-confidence and boosts self-esteem by participating in physical activity. [2]

(ii) Social benefits

- Encourages connectedness and social interaction.
- Improves social skills, in a situation to meet people with similar interests.
- Improves team work skills, working with others for a common goal.
- Reduces isolation when getting involved in a team or a club, making friends and connections. [2]

(iii) Economic benefits

- Reducing government costs, e.g. health care and policing money can be utilised in other areas.
- Creates employment in the leisure industry.
- Supports local business, short-term and long-term.
- Reduces absenteeism in the workplace.
- Enhances productivity as the work force are fit and healthy. [2]

Award [1] mark for a brief description and up to [2] marks for a full answer.

All other valid points will be given credit.

(AO2)

- (d) Research has shown that there has been a continued improvement in people's health in Northern Ireland, evidenced by a steady increase in life expectancy. However, many people are still dying at a relatively young age.

Discuss how the lack of physical activity can have an impact on life expectancy.

The quality of written communication is assessed in this question.

Answers may address some of the following points:

- Research has shown that physical activity has many benefits, however only one third of the world's population is physically active.
- Increases threat to health, increases chance of developing diseases such as heart disease, type 2 diabetes, cancers, e.g. breast, colon and stomach, which have been linked to inactive behaviour reducing life expectancy.
- The World Health Organisation has estimated that obesity causes around 3 million deaths per year. There is a clear link between inactivity and obesity.
- Over the past decades, occupational levels of physical activities have declined because there are so many technological advances. The same is true for household activities. People are leading more sedentary lives which is having a negative impact on their health and is affecting life expectancy.
- Research has shown that a lack of exercise causes as many as 1 in 10 premature deaths each year.
- Research has shown that poor physical fitness is directly linked to higher disease rates and higher death rates.
- In the UK research has estimated the average life expectancy was 80–82.5 years for females and 78.5 for males. This however, is affected by the leading health risk factors for the nation today, including tobacco and harmful alcohol use. Cardiovascular disease remains the biggest killer, followed by cancer.
- There are persistent and widespread inequalities in health, where life expectancy is lower in less affluent areas.

All other valid points will be given credit.

Above is the indicative content for this question. The level band descriptions are outlined below.

### Level 1 ([1]–[3])

#### Overall impression: Basic

- Basic knowledge and understanding of how the lack of physical activity can have an impact on life expectancy.
- Demonstrates a basic ability to discuss the connection between lack of physical activity and life expectancy.
- Quality of written communication is basic. The candidate makes 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.

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**Level 2 ([4]–[6])****Overall impression: Good**

- Good knowledge and understanding of how the lack of physical activity can have an impact on life expectancy.
- Demonstrates a good ability to discuss the connections between lack of physical activity and life expectancy.
- 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 adequate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 ([7]–[8])****Overall impression: Excellent**

- Excellent knowledge and understanding of how the lack of physical activity can have an impact on life expectancy.
- Demonstrates an excellent ability to discuss the connection between lack of physical activity and life expectancy.
- Quality of written communication is excellent. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a degree of clarity and coherence. There is extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure the meaning is clear.

[0] is awarded for a response not worthy of credit.  
(AO1, AO3)

[8]

20

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2 Research has shown that the UK has the highest level of dependent drug use and the highest levels of recreational drug use in Europe.

(a) Explain the physical affects on an individual of abusing the following drugs.

Answers may address some of the following points:

(i) Nicotine

- Nicotine is an addictive drug that affects the brain and is very difficult to quit.
- Nicotine is absorbed through the mouth and nose into the lungs and travels through the bloodstream to the brain, where chemical changes occur.
- It causes an increase in heart rate and blood pressure.
- It is a stimulant and perks up the central nervous system, it makes individuals more alert.
- Nicotine can lead to insulin sensitivity and insulin resistance. Nicotine impacts the body's glucose metabolism. This can increase the risk of developing type 2 diabetes and cardiovascular disease.
- Trying to quit a nicotine habit may cause physical reactions such as strong cravings for the substance, an increase in appetite, insomnia and sleep disturbances, gastrointestinal problems, mood related complaints, such as anxiety, anger, frustration, depression, irritability and restlessness.
- Nicotine has been linked to smoking related illnesses, such as, cardiovascular diseases, pneumonia, emphysema, respiratory infections, cataracts, eye problems, certain cancers, e.g. mouth, pharynx, larynx, stomach, lung and kidney. [3]

(ii) Alcohol

Drinking to excess presents both short-term and long-term problems.

- Short-term risks of alcohol, depending on how much alcohol has been taken and the physical condition of the individual, are slurred speech, drowsiness, vomiting, diarrhoea, upset stomach, headaches, breathing difficulties, distorted vision, decreased perception and co-ordination and unconsciousness.
- Long-term effects of alcohol, binge drinking and continued alcohol use in large amounts are associated with many health problems, including alcohol poisoning, liver disease, nerve damage, sexual problems, high blood pressure, stroke and other heart related disease, brain damage, vitamin B1 deficiency, ulcers, gastritis, malnutrition, certain cancers, e.g. mouth, throat, liver, stomach. [3]

(iii) Prescription drugs

- Prescription drug abuse causes the largest percentage of deaths from drug overdosing.
- Some prescription drugs are very addictive. Recreational use of prescription drugs is a serious problem. Many people think that prescription drugs are safe because they were prescribed by a doctor, but taking them for non-medical use to get high or 'self-medicate' can be just as dangerous as taking illegal drugs.
- Prescription drugs alter the chemical balance in the brain.
- Different people can have different reactions to drugs due to differences in body chemistry causing dangerous effects for

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individuals.

- Effects such as weight gain/weight loss, sleeping excessively, increase in heart rate, depending on the prescription drug being abused.

[3]

Award [1] mark for identification of key phrase and up to [2] marks for full explanation.

All other valid points will be given credit.

(AO1, AO2)

- (b) Research claims that society is being destroyed by the UK's drink and drug addictions, costing the UK £21 billion and £15 billion respectively. Identify and explain **two** social consequences of substance abuse on society.

Answers may address some of the following points:

- Substance abuse affects the emotional and financial well-being of the individual and the entire family.
- People who use drugs withdraw from their family members and family activities.
- With drug abuse, people's judgement and decision-making ability becomes greatly impaired, they may become more hostile toward family members.
- People who abuse drugs have declining grades or performance, higher absenteeism from school, college, work or other activities.
- Individuals who abuse drugs are often alienated from and stigmatised by their peers.
- Substance abuse and delinquent behaviour are very closely connected. Arrests and intervention by the justice service are eventual consequences.
- Drug abuse costs society financially, as there are costs to employers for their drug-using employees, absenteeism and reduced productivity, theft and higher claims due to accidents and injuries.
- Costs to the law enforcement and criminal justice system to arrest and prosecute drug users who commit crimes.
- Costs to the health-care system for caring for drug users and those whom they injure.

Award [1] mark for each factor identified and up to [4] marks for full explanation.

All other valid points will be given credit.

(2 × [5])

(AO1, AO2)

[10]

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- 3 (a) Explain how an athlete could apply the safe practice guidelines for food handling and food preparation.

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Answers may address some of the following points:

(i) Food Handling:

- Preventing food borne illnesses, food poisoning by handling food appropriately.
- Food poisoning can strike an athlete if they do not follow the food safety guidelines of washing hands before touching food and using clean equipment.
- Athletes should be aware of food handling behaviours to help reduce their risk of accidentally getting sick from contaminated food.
- Athletes should check the labelling of food before consumption making sure the food is in date and has been appropriately packaged and stored.

[3]

(ii) Food Preparation:

- Athletes should be aware of the food safety guidelines for preparing food to prevent food poisoning or contracting diseases which would prevent them from training or competing.
- Athletes should make sure the surfaces and utensils to be used are thoroughly cleaned and bacteria free to prevent contamination.
- Athletes should make sure that raw meat is kept separate and prepared separately to prevent cross-contamination.
- Athletes need to make sure that food is cooked at the right temperature to kill the harmful bacteria that causes illness and cooked thoroughly before consumption.
- Athletes should be aware of the importance of chilling food properly. They should refrigerate foods quickly because cold temperatures slow the growth of harmful bacteria.

[3]

Award [1] mark for identification and up to [2] marks for the explanation.

All other valid points will be given credit.

(AO1, AO2)

- (b) Discuss what advice a personal trainer would give a client who wanted to reduce their weight to prevent obesity.

Answers may address some of the following points:

(i) Diet

- Eat a balanced diet, made up of the right type and amount of nutrients.
- Eat a balanced diet containing the right amount of carbohydrates, fats, proteins, vitamins, minerals, fibre and water.
- A balanced diet should be made up of 55%–60% of carbohydrates, 25%–30% of fats and 10%–15% of proteins.
- Energy balance needs to be addressed where the energy input is equal to energy output, a neutral energy balance will be achieved by the client. At present there is an imbalance, where the energy input is greater than the energy output.
- Eating the correct quantities and combinations of food will keep the body's system functioning properly and reduces the chances of obesity.

[3]

**(ii) Physical Activity**

- Obesity results from energy imbalance, too many calories in, too few calories burned. This is affected by the amount of activity the client does each day.
- Keeping active can help the client stay at a healthy weight or lose weight. It can lower the risk of obesity.
- The World Health Organisation recommend that for good health, adults should get the equivalent of two and a half hours of moderate to vigorous physical activity each week.
- Physical activity helps to reduce body fat by building or preserving muscle mass and improving the body's ability to use calories. [3]

**(iii) Alcohol Consumption**

- Alcohol consumption stimulates cortisol secretion. When cortisol is too high for too long, it can increase the amount of fat held in stomach.
- Alcohol can lead to weight gain from the calories it provides and by causing the client to eat more calories after consuming the alcohol.
- It is important for the client to be aware that it is possible to drink as many calories as the client eats. It is also important to be aware of the calorie content of what is being consumed.
- The government advises that people should not regularly drink more than 3–4 units of alcohol a day for men and 2–3 units for women.
- Over-consumption of alcohol can affect the client's health and can result in weight gain, possibly leading to obesity. [3]

Award [1] mark for key phrase and up to [2] marks for the explanation and [3] marks for full explanation.

All other valid points will be given credit.

(AO2)

**(c) (i) Explain the role of exercise in combating the physical effects of ageing.**

Answers may address some of the following points:

- The individual's maximum heart rate decreases (1 bpm every year approximately). Exercise lowers resting heart rate.
- There is a reduced cardiac output and reduced stroke volume as people get older. Exercise strengthens the cardiac muscle and makes it more efficient.
- Exercise reduces blood pressure. As part of the ageing process blood pressure increases, exercise would be an effective way of keeping it lower.
- Osteoporosis is a condition of progressive bone loss. Exercise strengthens the bones and bone density is increased.
- As people get older, mobility is reduced. By increasing exercise the individual maintains flexibility in the joints.
- Exercise can reduce the risk of thrombosis and can reduce cholesterol levels which can increase with age. [3]

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- (ii) Describe a suitable health related exercise training session to help combat the ageing process.

Warm-up

- Brisk walk, light jog – gradually increasing the heart rate, raising body temperature and preparing the body for exercise. Approximately 3–5 minutes.
- Mobility working within the capabilities of the individual, focusing on major muscle groups.

Main activity

- Suitable resistance weight training programme, performing weight bearing exercise, e.g. walking, cycling, using cross trainer.
- Weights programme/circuit programme suitable to meet the needs of the individual, 30 minutes or more, depending on the fitness level of the individual.

Cool down

- Light jog, brisk walk, gradually reducing the heart rate to normal rate.
- Stretching – major muscle groups. Reduces delayed onset of muscle soreness, removal of lactic acid and improves flexibility. Also a way of preventing an injury.

Award [1] mark for identification of key phrase and up to [2] marks for full explanation. [3]

All other valid points will be given credit.  
(AO2)

- (d) Participation in physical activities has often been dependent upon the opportunities available to individuals within society. Explain how the following three factors can impact on an individual being able to participate in physical activity or sport.

Answers may address some of the following points:

(i) Gender

- Research shows that for most sport and physical activity participation is higher amongst men.
- Domestic role – women still bear the greater burden of domestic work, reducing the time they have available for leisure.
- Social stereotyping – society is still less positive about female sports participation in some sports in comparison to males.
- Less media coverage – there has traditionally been less media coverage of female sport. This does not raise the profile of women's sport and there are fewer role models for women to aspire to.
- Traditionally less money and power is associated with women in sport. Women generally earn less money than men and occupy fewer positions of power in society and in the workplace and consequently in sporting institutions where decisions are made. [3]

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**(ii) Socio-economic**

- People from socially disadvantaged communities may be affected from having opportunities to participate in certain sports or physical activities.
- Generally individuals from the lower socio-economic groups have poorer health and mortality rates than those in the other groups.
- This group is very likely to suffer social exclusion as they have less power, less opportunities for decision making and less disposable income. This can affect what they can afford and the quality of life they can expect.
- Feelings of inadequacy, low self-esteem and isolation from major social institutions are all factors that make this group difficult to mobilise.
- Inability to meet the costs of participation, such as transport, entry fees, club membership and purchasing specialist equipment. [3]

**(iii) Ethnicity**

- Different ethnic communities have not regarded sport as a viable career route to follow.
- Parental expectations may not include the benefits of participating in sport, children not encouraged to participate.
- Low participation rates amongst some ethnic minority groups can be linked to strict religious beliefs.
- It can be very difficult for women in some ethnic minority groups to participate in sport or physical activity due to the traditions they follow.
- Many ethnic minority groups live in poverty and lack the financial means to participate in sport or physical activity.
- Stereotyping – channelling of certain ethnic groups towards certain sporting activities, e.g. Afro-Caribbeans have been encouraged to pursue sporting interests in track and field athletics, football and cricket. South Asians have been funnelled into cricket, hockey and squash. [3]

Award [1] mark for key phrase and up to [2] marks for explanation and [3] marks for full explanation.

All other valid points will be given credit.

(AO1, AO3)

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- 4 (a) To obtain information from a client, the lifestyle coach could use a variety of research methods. Identify and examine three possible research methods that the lifestyle coach could use.

Answers may address some of the following points:

#### Interview

- The lifestyle coach could use structured interviews, where the interview follows a preset course of questions. These questions are set in advance of the interview, so that the interviewer will be able to obtain the information required.
- There is flexibility to explore points further if appropriate so that the lifestyle coach can obtain more relevant information specific to the individual client.
- There can be problems which can arise from carrying out an interview where questions about the reliability of the outcomes may be raised.
- The lifestyle coach needs to keep focused to prevent the interview becoming 'a chat' and information is missed which could be relevant.
- Interviews are very time-consuming, a lengthy interview means a lot of time spent by the lifestyle coach. The coach needs to be aware of this to make sure time is used appropriately. [3]

#### Questionnaires

- Questionnaires can be an ideal method of gathering primary data if the lifestyle coach is seeking information which is deemed as sensitive.
- Time is used effectively as clients can complete the questionnaire at their leisure.
- Questionnaires can be analysed quickly, therefore enabling the lifestyle coach to get started with a client.
- It can cause problems if clients miss out questions or misinterpret questions which could alter the balance of the outcome. The client may not answer questions truthfully which could have an impact on the information which has been gathered.
- Unless carefully set out and appropriate questions asked, the client may not provide the information that the lifestyle coach needs. [3]

#### Observation

- Observation can be an important and useful option for a lifestyle coach to use as it allows them to see what is really happening in the life of the client.
- Lifestyle coaches could see the client in action and this gives them direct access to information that may not be obvious from other research methods.
- Observation enables the lifestyle coach an in-depth understanding of the lifestyle of the client.
- A problem with this approach is that it can be viewed as too subjective, leading to bias, where the client may be doing something to please the lifestyle coach.
- Observations are very time-consuming and labour intensive for the lifestyle coach.
- The client might agree to the lifestyle coach carrying out the observation however, over time may find that it is intrusive and not want to proceed with that method. [3]

Award [1] mark for each relevant research method and up to [2] marks for the explanation.

All other valid points will be given credit.

(AO1, AO3)

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- (b) Discuss the use of a lifestyle coach to assist with the improvement of an individual's overall health and well-being.

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The quality of written communication is assessed in this question.

Answers may address some of the following points:

- Life coaching is a modern and rapidly growing method for helping others to improve, develop and learn new skills, find personal success, achieve aims and manage life change.
- Life coaching draws out rather than puts in, it develops rather than imposes, it reflects rather than trains. The individual needs to be fully aware of this approach and accepts that this is the process that will be used to help make changes to their lifestyle.
- Life coaching is about getting the very best out of the individual and enabling them to make decisions that will improve their life. Individuals need to be fully aware of the difficulty it is for anyone being advised to change their lifestyle habits.
- Recommendations made by the life coach need to take the individual's gender, circumstances and age group into consideration as that might affect the extent to which they may act on the recommendations being made.
- Life coaches make recommendations about changes, e.g. changing work/life balance, social life, diet, lifestyle choices, smoking, consumption of alcohol, exercise. The client may not want to or finds it really difficult to adapt from habits or addictions.
- Recommendations need to be specific to the individual and realistic. For example, if the lifestyle coach is suggesting more exercise, it is unlikely to be acted on if the individual's circumstances do not encourage exercise. Therefore a process would need to be in place which is structured for the client to gradually introduce the recommendations being made.

All other valid points will be given credit.

Above is the indicative content for this question. The level band descriptions are outlined below.

### Level 1 ([1]–[3])

#### Overall impression: Basic

- Basic knowledge and understanding of the use of a lifestyle coach to assist with the improvement of an individual's overall health and well-being.
- Demonstrates a basic ability to discuss the improvements that could be made through the use of a lifestyle coach.
- Quality of written communication is basic. The candidate makes 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 ([4]–[6])

#### Overall impression: Good

- Good knowledge and understanding of the use of a lifestyle coach to assist with the improvement of an individual's overall health and well-being.

- Demonstrates a good ability to discuss the improvements that could be made through the use of a lifestyle coach.
- Quality of written communication is good. The candidate makes a reasonable selection and uses an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is adequate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### Level 3 ([7]–[8])

#### Overall impression: Excellent

- Excellent knowledge and understanding of the use of a lifestyle coach to assist with the improvement of an individual's overall health and well-being.
- Demonstrates an excellent ability to discuss the improvements that could be made through the use of a lifestyle coach.
- Quality of written communication is excellent. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a degree of clarity and coherence. There is extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure the meaning is clear.

[0] is awarded for a response not worthy of credit.

(AO1, AO3)

[8]

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- 5 Childhood obesity has reached epidemic proportions in Europe. The World Health Organisation warns there will be 70 million obese children globally by 2025.

- (a) Identify reasons why children in Northern Ireland are thought to be less healthy than previous generations.

Answers may address some of the following points:

- More sedentary living, children are less active in comparison to the previous generation.
- Use of transport/less walking is more evident in today's society.
- Diet/more food consumption, easier access to fast food, junk food and convenience food. These foods are high in fat, sugar and salt. Obesity levels amongst children are increasing and the energy levels are decreasing.
- Safety concerns/risks involved with sport, less outside play and discouragement to participate in certain sports or physical activities is evident.
- Satellite TV, rise in popularity of computers, ipods, ipads are reducing the time children have to participate in active play.
- Less PE curriculum time, focus on academic studies and not on practical PE due to the pressures on school curriculum.
- Young people have more alternatives in their leisure pursuits in today's society and many are choosing passive leisure.

Award [1] mark for each relevant reason identified.

All other valid points will be given credit.

(4 × [1])

(AO1)

[4]

- (b) Discuss why it is important for the government to focus on the health of the nation by encouraging people to become more physically active.

The quality of written communication is assessed in this question.

Answers may address some of the following points:

- Research clearly shows the health benefits to an individual, physically, mentally and socially.
- If the government can inspire children when they are young, they can learn to love physical activity and sports for life. They will reap the rewards and pass them on to the next generation.
- The government needs to be proactive. They need to look to the future, this relates to the way our cities are designed, schools are run, workplaces are structured and how community environments are shaped.
- The government must focus on a healthier generation and take a holistic approach. This must include national, state and local governing bodies and their leaders, corporations and their employees, civil society, individuals and communities coming together and having a collective commitment to encourage people to become more physically active.
- The government must look at a way to communicate, educate and legislate to make physical activity a priority in our everyday lives, moving away from the more sedentary and inactive lifestyle this generation have chosen to follow.

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- Sport and physical activity can play a powerful role in both preventing and addressing a broad range of social and economic challenges faced by people in society.
  - Sport and physical activity can be used to promote health and prevent diseases, enhance education outcomes, strengthen child and youth development, foster gender equity and prevent risky behaviours and violence.
  - The government needs to take the approach which is proactive and believe that every individual deserves and needs the chance to be physically active.
  - The government must see that participating in sport and physical activity can improve the quality of life of individuals and communities.
  - The cost to the NHS of treating lifestyle induced illness is rising. Sport, as a part of a wider health promotion agenda, is a good health and economic benefit. Improved levels of physical and mental health will help to reduce the strain/demands put on the NHS.
  - The benefits of encouraging people to become more physically active also include improved levels of productivity at work and a reduction in absenteeism.
  - There are many employment possibilities as the leisure industry is growing and many people are employed in sport related jobs.
  - The benefits are much greater to society if people are more physically active, it improves community relationships and community pride.
- All other valid points will be given credit.

Above is the indicative content for this question. The level band descriptions are outlined below.

#### **Level 1 ([1]–[4])**

##### **Overall impression: Basic**

- Basic knowledge and understanding of the importance of the government focusing on the health of the nation, by encouraging people to become more physically active. Responses lack a breadth and depth of understanding.
- Demonstrates a basic ability to discuss the link between the health of the nation, the impact of physical activity and the role the government can play to make improvements.
- Quality of written communication is basic. The candidate makes 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 ([5]–[7])**

##### **Overall impression: Good**

- Good knowledge and understanding of the importance of the government focusing on the health of the nation, by encouraging people to become more physically active. Good responses given relating to the importance of physical activity on the health of the nation.
- Demonstrates a good ability to discuss the link between the health of the nation, the impact of physical activity and the role the government can play to make improvements.
- Quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of

AVAILABLE  
MARKS

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

### Level 3 ([8]–[10])

#### Overall impression: Excellent

- Excellent knowledge and understanding of the importance of the government focusing on the health of the nation, by encouraging people to become more physically active. Excellent responses given relating to the importance of physical activity on the health of the nation.
- Demonstrates an excellent ability to discuss the link between the health of the nation, the impact of physical activity and the role the government can play to make improvements.
- Quality of written communication is excellent. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a degree of clarity and coherence. There is extensive and accurate use of specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure the meaning is clear.

[0] is awarded for a response not worthy of credit.

(AO1, AO3)

[10]

14

**Total**

**100**

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