BTEC Tech Award in SPORT, ACTIVITY AND FITNESS

Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity SAM

Level 1/Level 2

First teaching September 2018 | First certification July 2020

ISSUE 1
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Please check the examination details below before entering your candidate information.

**Pearson BTEC**

**Level 1/Level 2**

**Tech Award**

**Sample assessment material for first teaching**

**September 2018**

**S62748A**

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**Instructions**

- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and learner registration number.
- Answer all questions.
- Answer the questions in the spaces provided – there may be more space than you need.

**Information**

- The total mark for this paper is 70.
- The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question.
- A calculator may be used.

**Advice**

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

You do not need any other materials.

---

**Paper Reference**

12345/01

**Time: 1 hour 30 minutes**

**Sport, Activity and Fitness**

**Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity**
Instructions

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Information

- The total mark for this paper is 70.
- The marks for each question are shown in brackets — use this as a guide as to how much time to spend on each question.
- A calculator may be used.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.
1 Sophie is 26 years old and took part in the 12-minute Cooper run. Her result was 1680 m.

Table 1 shows the normative test data for the 12-minute Cooper run – females.

<table>
<thead>
<tr>
<th>Category</th>
<th>Age</th>
<th>Excellent</th>
<th>Average</th>
<th>Below average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17–20</td>
<td>&gt;2300 m</td>
<td>2100–2300 m</td>
<td>1800–2099 m</td>
<td>1700–1799 m</td>
</tr>
<tr>
<td></td>
<td>20–29</td>
<td>&gt;2700 m</td>
<td>2200–2700 m</td>
<td>1800–2199 m</td>
<td>1500–1799 m</td>
</tr>
</tbody>
</table>

**Table 1**
(Source: http://www.brianmac.co.uk/gentest.htm)

(a) Using Table 1, identify the category Sophie is in for the 12-minute Cooper run.

(1)

(b) State the component of fitness tested by the 12-minute Cooper run.

(1)

(Total for Question 1 = 2 marks)
2 George plays hockey and wants to use two different training methods to improve his aerobic endurance.

(a) Name **two** training methods he could use and for each method give a reason why it is suitable to improve aerobic endurance for his sport.

Method of training 1

Reason

Reason

(2)

Method of training 2

Reason

Reason

(2)

George is highly motivated to improve his aerobic endurance.

(b) State **two** examples of how George may be intrinsically motivated to take part in aerobic training.

1

(1)

2

(1)
(c) Give **two** benefits of George having high motivation levels on his participation in hockey.

1 ..................................................................................................................................
2 ..................................................................................................................................

(Total for Question 2 = 8 marks)
3 Table 2 shows Safia’s gym training plan.

<table>
<thead>
<tr>
<th>Duration of session</th>
<th>35 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main fitness goal</td>
<td>To improve aerobic endurance</td>
</tr>
<tr>
<td>Warm-up activity</td>
<td>Cross trainer for 10 minutes at 50% maximum heart rate</td>
</tr>
<tr>
<td>Main session activity</td>
<td>Exercise bike for 20 minutes at 70% maximum heart rate</td>
</tr>
<tr>
<td>Cool-down activity</td>
<td>Cross-trainer for 5 minutes at 50% maximum heart rate</td>
</tr>
</tbody>
</table>

**Table 2**

Use the information in Table 2 to answer questions 3(a) to (c).

(a) Identify how Safia is measuring the intensity of her activities.

(b) Identify the activity in Safia’s training plan that works her in the aerobic training zone.

(c) State one type of technology that Safia could use to measure the intensity of her training.
Safia has low self-confidence and is worried about going to the gym.

(d) Give the definition of self-confidence. 

(e) Explain two benefits of Safia increasing her self-confidence.

1. 

2. 

(f) Explain two ways a fitness instructor could increase Safia's self-confidence.

1. 

2. 

(Total for Question 3 = 12 marks)
(f) Explain **two** ways a fitness instructor could increase Safia’s self-confidence.

1. 

2. 

(2) 

(Total for Question 3 = 12 marks)
4 Graham has been doing strength training in a gym once a week for the past four weeks but he is not seeing the benefit in his rugby matches. Graham wants to apply the FITT principles of frequency and time to his training.

(a) For each of the selected FITT principles:

(i) give the definition

(ii) give one example of how the principle could be applied to Graham’s training.

Definition of frequency

Example

(1)

Definition of time

Example

(1)

Progressive overload and specificity are two of the principles of training Graham could use in his training.

(b) For each principle of training:

(i) give the definition

(ii) give one example of how the principle could be applied to Graham’s future training sessions.

Progressive overload

Example

(1)

Specificity

Example

(1)
Progressive overload and specificity are two of the principles of training Graham could use in his training.

(b) For each principle of training:

(i) give the definition

(ii) give one example of how the principle could be applied to Graham’s future training sessions.

Progressive overload

Example

Specificity

Example

(Total for Question 4 = 8 marks)
Chris plays badminton in the county under-21 squad. He has been getting very tired in the last game of the match and wants to improve his food intake to perform better in his badminton matches.

(a) State the recommended daily calorie intake for an adult male. 

.............................................................. calories (Kcal) 

(b) Identify one of the carbohydrates that Chris could eat as part of his evening meal. 


Glucose drinks contain simple carbohydrates.

(c) Explain how having this type of drink 30 minutes before playing could help Chris in a match. 


(d) Give one reason why unsaturated fat could be important in Chris’s diet for his training. 


(e) Explain why Chris should limit the amount of saturated fats he eats. 


(f) State one type of food that Chris could eat to increase his iron levels. 


(Total for Question 5 = 8 marks)
Chris plays badminton in the county under-21 squad. He has been getting very tired in the last game of the match and wants to improve his food intake to perform better in his badminton matches.

(a) State the recommended daily calorie intake for an adult male.

.............................................................. calories (Kcal)

(b) Identify one of the carbohydrates that Chris could eat as part of his evening meal.

..........................................................................................................................

Glucose drinks contain simple carbohydrates.

(c) Explain how having this type of drink 30 minutes before playing could help Chris in a match.

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

(d) Give one reason why unsaturated fat could be important in Chris’s diet for his training.

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

(e) Explain why Chris should limit the amount of saturated fats he eats.

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

Chris needs to eat more iron.

(f) State one type of food that Chris could eat to increase his iron levels.

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

(Total for Question 5 = 8 marks)
6 Lucas competes in triathlon and has an event in three days’ time. He has to swim 1.5 km, bike 40 km and run 10 km, which will take him three hours to complete.

Lucas wants to make sure he has enough energy for the event.

(a) Name the process that Lucas could use to increase his carbohydrate stores before the race.

(1)

Currently, Lucas’s breakfast has no source of protein.

(b) Give two food sources that Lucas could include in his breakfast to help him increase his protein intake.

(2)

1

2

(c) Explain one reason why protein is important in Lucas’s diet to support his training needs.

(2)

Lucas decides to take vitamin B supplements.

(d) Explain one benefit for Lucas of taking vitamin B supplements.

(2)

(Total for Question 6 = 7 marks)
7 Sophie is a long-distance cross-country runner. She trains three times a week.

Table 3 shows Sophie’s ‘before-training’ and ‘after-training’ diet.

<table>
<thead>
<tr>
<th>Before training</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sophie eats a lot of simple carbohydrates the day before training, such as</td>
</tr>
<tr>
<td>biscuits and sweets.</td>
</tr>
<tr>
<td>• Sophie always makes sure she eats a large meal, such as pasta and chicken,</td>
</tr>
<tr>
<td>just before training.</td>
</tr>
<tr>
<td>• Sophie consumes small amounts of simple and complex carbohydrates,</td>
</tr>
<tr>
<td>such as a banana and jelly beans, just before she plays.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After training</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sophie eats a lot of simple carbohydrates straight after training, such as</td>
</tr>
<tr>
<td>biscuits and grapes.</td>
</tr>
<tr>
<td>• Sophie makes sure she eats another large meal after training, such as two</td>
</tr>
<tr>
<td>large jacket potatoes with beans, cheese and salad.</td>
</tr>
<tr>
<td>• Sophie consumes small amounts of unsaturated fat, such as almonds and</td>
</tr>
<tr>
<td>walnuts, just after she plays.</td>
</tr>
</tbody>
</table>

Table 3

Discuss the suitability of Sophie’s diet before training and after training for her cross-country training performance.

(9)
Natalie’s netball team has been training hard and has made it to the national finals. She is anxious about the game.

(a) Give the definition of anxiety.
(b) Explain how state anxiety can affect Natalie’s participation in sport and activity.

(c) Explain [two methods that Natalie’s coach could use to control players’ anxiety]

(Total for Question 7 = 9 marks)
8 Natalie’s netball team has been training hard and has made it to the national finals. She is anxious about the game.

(a) Give the definition of anxiety. 

(b) Explain how state anxiety can affect Natalie’s participation in sport and activity. 

(c) Explain two methods that Natalie’s coach could use to control players’ anxiety levels. 

(Total for Question 8 = 7 marks)
9 Chaneece needs to improve her speed on the football pitch.

Evaluate which one of these training methods Chaneece should use to improve her speed when playing football.

- Sprint training.
- Speed, Agility and Quickness (SAQ).
• Speed, Agility and Quickness (SAQ).
• Sprint training.

Chaneece needs to improve her speed on the football pitch.
Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity – sample mark scheme

General marking guidance

• All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.

• Mark schemes should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.

• Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.

• All marks on the mark scheme should be used appropriately.

• All marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if a learner's response is not worthy of credit, according to the mark scheme.

• Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

• When examiners are in doubt regarding the application of the mark scheme to a learner's response, the team leader must be consulted.

• Crossed-out work should be marked UNLESS the learner has replaced it with an alternative response.

Specific marking guidance

• The marking grids have been designed to assess learners' work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

• Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.

• The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome, and will be modified according to how securely all bullet points are displayed at that band.

• Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.
Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity – sample mark scheme

General marking guidance

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<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>Award 1 mark for:</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>● below average (1).</td>
<td></td>
</tr>
<tr>
<td>1(b)</td>
<td>Award 1 mark for:</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>● aerobic endurance (1).</td>
<td></td>
</tr>
<tr>
<td>2(a)</td>
<td>Award 1 mark for naming a method of training and 1 mark for a reason why the method of training would be used to improve aerobic endurance for his sport, up to a maximum of 2 marks per method of training.</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>● Fartlek (1) because in hockey there are periods of slow-, medium- and high-intensity running, which is similar to Fartlek training (1).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Continuous (1) because hockey is played over a long period of time at a constant pace, which is similar to continuous training (1).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Interval (1) because hockey has periods of high-intensity running and periods of jogging or walking, which is similar to interval training (1). Accept any other appropriate answer.</td>
<td></td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>----------------</td>
<td>--------</td>
<td>------</td>
</tr>
</tbody>
</table>
| 2(b)           | Award 1 mark for each example, up to a maximum of 2 marks.  
- He enjoys the activity (1).  
- He will gain independence (1).  
- He will feel empowered (1).  
Accept any other appropriate answer. | (2) |
| 2(c)           | Award 1 mark for any of the following, up to a maximum of 2 marks.  
- Intensity of effort during participation is higher (1).  
- Continuing to take part on a regular basis (1).  
- Overcoming adversity, e.g. solving barriers to participation (1).  
- Higher enjoyment levels (1).  
Accept any other appropriate answer. | (2) |
| 3(a)           | Award 1 mark for:  
- percentage of maximum heart rate (1).  
Accept any other appropriate answer. | (1) |
| 3(b)           | Award 1 mark for:  
- exercise bike (1). | (1) |
<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3(c)</td>
<td>Award 1 mark for any of the following:</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>• app (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• smartwatches (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• heart rate monitors (1).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accept any other appropriate answer.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3(d)</td>
<td>Award 1 mark for:</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>• the belief that a desired behaviour can be performed (1).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accept any other appropriate answer.</td>
<td></td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
</tbody>
</table>
| 3(e)            | Award 1 mark for the **identification** of a benefit to increase self-confidence, and one mark for a linked **expansion**, up to a maximum of 4 marks.  
- Increased intrinsic motivation (1), leading to increased participation levels (1).  
- Increasing belief that the individual can reach their goal (1), leading to a positive attitude to sport and activity (1).  
- Improved performance (1), leading to greater extrinsic rewards (1).  
Accept any other appropriate answer. | (4)  |
| 3(f)            | Award 1 mark for the **identification** of each way to increase self-confidence, and 1 mark for a linked **expansion of each way**, up to a maximum of 4 marks.  
- Coaches/instructors can provide extrinsic motivation through positive reinforcement (1), by giving encouragement during the fitness session to complete activities (1).  
- Coaches/instructors can pair her up with a training partner to match up with her physical ability (1), which may support her mentally during training sessions (1).  
Accept any other appropriate answer. | (4)  |
<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(a)</td>
<td>Award 1 mark for the meaning of the FITT principle given and 1 further mark for the example of how they would apply the principle to the training programme, up to a maximum of 2 marks per principle. <strong>Frequency</strong>&lt;br&gt;● The amount of times he trains (1).&lt;br&gt;● Example – if he currently trains once a week he could increase this to doing two sessions in a week (1). <strong>Time</strong>&lt;br&gt;● The amount of time he trains for in each session (1)&lt;br&gt;● Example – If Graham’s current session increases in time/duration (1). Accept any other appropriate answer.</td>
<td>(4)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
</tbody>
</table>
| 4(b)            | **Progressive overload**  
|                 | - Increasing workload over a period of time (1).  
|                 | - Example – he could increase the time on each activity (1)/increase the weight (1)/increase number of sets and repetitions (1)/increase the intensity of the activities (1).  
|                 | **Specificity**  
|                 | - Choosing a training method that develops a specific component of fitness (1).  
|                 | - Example – he could change an activity he currently does to a training method that is more linked to hockey (1), e.g. Fartlek training.  
<p>|                 | Accept any other appropriate answer.                                                                                                           |      |
|                 | (4)                                                                                                                                         |      |</p>
<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
</table>
| 5(a)            | Award 1 mark for:  
- 2500 calories (kcal) (1). | (1) |
| 5(b)            | Award 1 mark for any of the following:  
- pasta (1)  
- rice (1)  
- potatoes (1)  
- bread (1). | (1) |
| 5(c)            | Award 1 mark for the identification of why taking a glucose drink prior to exercise helps, and 1 mark for a linked expansion, up to a maximum of 2 marks.  
- Simple carbohydrates provide energy quickly (1) to allow him to perform at a greater intensity (1).  
Accept any other appropriate answer. | (2) |
| 5(d)            | Award 1 mark for:  
- it could be used as an energy source (1).  
Accept any other appropriate answer. | (1) |
<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
</table>
| 5(e)            | Award 1 mark for the identification of why, and 1 mark for a linked expansion, up to a maximum of 2 marks.  
* Because saturated fats increase total cholesterol (1), which can lead to coronary heart disease/storage of excess fat (1).  
Accept any other appropriate answer. | (2) |
| 5(f)            | Award 1 mark for:  
* green leafy vegetables (1).  
Accept any other appropriate answer. | 1 |
| 6(a)            | Award 1 mark for:  
* carbohydrate (carbo) loading (1). | (1) |
| 6(b)            | Award 1 mark for each identified source, up to a maximum of 2 marks.  
* Eggs (1).  
* Nuts and seeds (1).  
* Meat or meat substitute (1).  
Accept any other appropriate answer. | (2) |
<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
</table>
| 6(c)            | Award 1 mark for the identification of a function of protein and 1 mark for a linked reason of the importance to Lucas, up to a maximum of 2 marks.  
• Promotes muscle growth/adaptation (1) so his muscles can become stronger as a result of his training (1).  
• Repair muscle tissue/micro tears (1) so he can continue to train without injury (1).  
Accept any other appropriate answer. | (2)  |
| 6(d)            | Award 1 mark for the identification of a benefit, and 1 mark for a linked expansion of that benefit, up to a maximum of 2 marks.  
• The vitamin B supplement increases Lucas’s ability to convert food into energy (1), which will give him more energy for the triathlon events (1).  
Accept any other appropriate answer. | (2)  |
Responses may include the following.

**Before training**
- Sophie should eat complex carbohydrates (rather than simple and complex) the day before training to give her long-lasting energy stores.
- Sophie should not eat a large meal just before her training as this will not give her body time to digest the food/she should leave at least two hours after eating to give her the appropriate levels of all nutrients.
- Sophie should consume simple carbohydrates only pre-performance to maximise glucose availability, as complex carbohydrates cannot be broken down in time.

**After training**
- Sophie should eat complex carbohydrates (rather than simple) after training to replace lost energy.
- Sophie should not need to eat another large meal after training otherwise she is at risk of eating over the daily recommended calorie intake for females.
- Sophie should eat unsaturated fats to replace energy stores rather than saturated fat, which could lead to health issues.

The quality of Sophie’s diet and timing of food choices is important, as different foods take different amounts of time for the body to physiologically process, which may impact on training, performance and recovery.
<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 0</td>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| Level 1 | 1–3  | • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions.  
• Few of the points made will be relevant to the context in the question.  
• Limited discussion that contains generic assertions rather than considering different aspects and the relationship between them. |
| Level 2 | 4–6  | • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions.  
• Some of the points made will be relevant to the context in the question, but the link will not always be clear.  
• Displays a partially developed discussion that considers some different aspects and some consideration of how they interrelate, but not always in a sustained way. |
| Level 3 | 7–9  | • Demonstrates mostly accurate and detailed knowledge and understanding.  
• Most of the points made will be relevant to the context in the question, and there will be clear links.  
• Displays a well-developed and logical discussion that clearly considers a range of different aspects and how they interrelate, in a sustained way. |
<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
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</table>
| 8(a)            | Award 1 mark for:  
• the level of worry or nervousness an individual experiences (1).  
Accept any other appropriate answer. | (1) |

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<tr>
<th>Question number</th>
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</table>
| 8(b)            | Award 1 mark for the definition of state anxiety, and 1 mark for a physical effect she may experience, up to a maximum of 2 marks.  
• State anxiety is present due to the situation the individual is in and is caused by the nervous system becoming activated (1) so it might give Natalie butterflies in the stomach/muscle tension/increased heart rate/increased sweat rate (1).  
Accept any other appropriate answer. | (2) |
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<tr>
<th>Question number</th>
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</table>
| 8(c)            | Award 1 mark for the identification of a suitable method, and 1 mark for a linked expansion of that method, up to a maximum of 4 marks.  
• Use of music (1) could be used to relax the players before they play.  
• The team talk (1) could reassure the players and reduce their worry (about the game).  
• Sports training based on ability (1) could be used to make the players feel comfortable participating at their level (1).  
Accept any other appropriate answer.                                                                 | (4)  |
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<tr>
<th>Question number</th>
<th>Indicative content</th>
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| 9               | Responses may include the following.  
**Sprint training**  
- Sprint training is relevant to football because players need to sprint after the ball/chase another player to tackle them as quickly as possible.  
- Chaneece repeats a number of sprints over a set distance on the football pitch in a straight line, but does not consider a change of direction similar to her sport.  
- Sprint training focuses solely on speed which is specific to Chaneece’s needs, while SAQ addresses additional training requirements.  
**SAQ**  
- SAQ replicates the movements footballers make on the pitch for example changing direction at pace to beat a defender  
- Chaneece would combine speed, agility and quickness activities for example hurdles, ladders and agility poles on the football pitch but does not focus on just one element  
- SAQ will give a more applied use of speed whilst sprint training will only focus on linear runs  
If Chaneece undertakes sprint training and/or SAQ training over a long period of time her body will adapt physiologically in a number of ways. Learners could include the following physiological references to support their evaluation.  
**Comparisons**  
- Conclusion is drawn considering both competing points |
|                 |                                                                                                                                                                                                                      |      |

(9)
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<thead>
<tr>
<th>Level</th>
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<th>Descriptor</th>
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<tbody>
<tr>
<td>Level 0</td>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| Level 1 | 1–3  | - Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions.  
    |       | - Few of the points made will be relevant to the context in the question.  
    |       | - Limited evaluation that contains generic assertions, leading to a conclusion that is superficial or unsupported. |
| Level 2 | 4–6  | - Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions.  
    |       | - Some of the points made will be relevant to the context in the question, but the link will not always be clear.  
    |       | - Displays a partially developed evaluation that considers some different competing points, although not always in detail, leading to a conclusion that is partially supported. |
| Level 3 | 7–9 | Demonstrates mostly accurate and thorough/detailed knowledge and understanding.  
| Most of the points made will be relevant to the context in the question, and there will be clear links.  
| Displays a well-developed and logical evaluation that clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported. |
Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity SAM