GCSE

Physical Education (Double Award)

48905 Unit 5 Knowledge and Understanding for the Involved Participant

Mark scheme

4890
June 2016

Version 1.0: Final Mark Scheme
Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students’ responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students’ scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students’ reactions to a particular paper. Assumptions about future mark schemes on the basis of one year’s document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk.
Marking methods

In fairness to students, all examiners must use the same marking methods. The following advice may seem obvious, but all examiners must follow it as closely as possible.

1. If you have any doubt about which mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. Always credit accurate, relevant and appropriate answers.
4. Do not credit material irrelevant to the question / stated target, however impressive it might be.
5. If a one word answer is required yet a list is given, take the first answer (unless it is crossed out).
6. If you are considering whether or not to award a mark, ask yourself ‘Is this student nearer those who have given a correct answer or those who have little idea?’
7. Read the information on the following page about levels of response mark schemes.
8. Use the full range of marks. Don’t hesitate to give full marks when the answer merits them or give no marks where there is nothing creditable.
9. No half marks or bonus marks can be given under any circumstances or BODs.
10. The key to good and fair marking is consistency. Once approved, do not change your standard of marking.

Marking using CMI+

All GCSE Physical Education papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper being posted to examiners, student responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part-question. Each time you log on you will need to choose an item to mark.
2. Before you start marking your own items you will need to mark some pre-marked items known as seeds. These ensure you are still applying the same standard set at standardisation. If you are not, you will need to speak to your Team Leader before you can continue marking in order to clarify the correct interpretation and application of the mark scheme.
3. You can annotate items in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will tell you which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response (except those for the continuous prose questions), you enter ticks which will automatically total to award a mark in the box at the bottom of the screen. For the continuous prose questions you will enter the mark you are going to award directly into the box at the bottom of the screen. If you realise you have made a mistake you can go back one clip to change the mark.
5. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
6. If your marking of a particular item is out of line, your Team Leader will contact you as soon as possible to explain where differences are occurring and how this can be addressed.
Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student’s answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student’s answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student’s answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner’s mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.
Assessment of Quality of Written Communication (QWC)

Where students are required to produce extended written material in English, they will be assessed on the quality of written communication.

Students will have to:
- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

QWC is assessed in Section B of the question papers in the level marked answers only.

In level marked answers, the quality of the response is assessed and a mark awarded based on the content. As is sometimes the case, the content may be sound at a particular level but the examiner may not feel that there is quite enough content to raise the mark within that level. In this case the examiner should consider the QWC of the answer.

QWC that fulfils the criteria for the level mark awarded should lead to a one mark increase, but where QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. QWC cannot be used to raise a student's mark into the next level.

In cases where QWC has been used in the award of marks, the examiner should indicate this in a comment box to say 'QWC raised one mark'.
Section A

1 Which component of fitness is measured when performing a vertical jump test? [1 mark]

Power

2 (a) A sprain is an example of a soft tissue injury.

Give one other example of a soft tissue injury. [1 mark]

Award one mark for giving an example a soft tissue injury.

• A tear, pull or strain
• A cut or graze
• A bruise
• A blister
• Tendonitis

2 (b) Explain why the principles of RICE would be used to treat a sprain. [4 marks]

Award one mark for each explanation of the principles of RICE.

• Rest – to stop the activity to prevent further injury
• Ice – to reduce swelling or blood flow or relieve some of the pain
• Compression – to give support or pressure to the injured area or to make it more comfortable OR reduce swelling (do not credit reduce swelling if this has been given for Ice)
• Elevation – to reduce circulation or pressure to the area or drain away any other fluids

NB Do not accept R/I/C/E with no explanation(s)
State three different symptoms of someone who is suffering from concussion.

Award three marks for stating three symptoms of someone who is suffering from concussion.

- Unconsciousness or disorientation or confusion
- Incoherence or slurred speech or repeat themselves
- Memory loss
- Very relaxed limbs
- Dilated pupils or disturbances with vision e.g. double vision or seeing stars or flashing lights or blurred vision or vacant stare or glassy eyes
- Weak or irregular pulse
- Slow and shallow breathing
- Bleeding from the ears
- Headache
- Dizziness
- Nausea or vomiting
- Loss of balance
- Tiredness

Describe the correct technique when landing from a height.

Award up to three marks for describing the correct technique when landing from a height.

- Bending the knees on landing
- Feet flat on the floor
- Balanced position
- Use of arms to stabilise
- Keep head up/eyes looking forward
- Legs slightly apart

NB Accept responses which relate to high jump and pole vault.

What type of skill is a basketball free throw? Give reasons for your answer.

Award one mark for identifying that a basketball free throw is a closed skill. Award three marks for the reasons why it is a closed skill.

- It is unaffected by the environment as the distance from the basket is always the same.
- The skill can always be executed in the same way as it is a set technique or predominately habitual.
- It can be executed at the individual performer’s own pace as it is unchallenged or they determine when to perform the shot.
• Few decisions have to be made to perform it as it is a set technique.

6 Using an example from a named physical activity, what is meant by ‘whole practice’?

[2 marks]

Award one mark for stating what is meant by whole practice and one mark for using a relevant example.

• A complete performance of the skill.
• Repeating the complete or whole action in isolation not in a full activity.

Any example involving the whole skill (not split into parts) e.g. dribbling, throwing, catching.

7 Identify one way in which new skills can be learned.

[1 mark]

Award one mark for identifying one way in which new skills can be learned.

• practice
• trial and error
• watching a demonstration or copying
• manual guidance
• part, or combinations of whole/part practice

8 Explain why it is important that a coach uses the appropriate terminology and language when coaching a group of players.

[2 marks]

Award two marks for explaining why it is important that a coach uses the appropriate terminology and language when coaching a group of players.

So that:
• the players can understand the instructions or technical terms
• the coach can emphasise or focus the players’ attention or minds or thinking
• the players are not confused
• the players can be as safe as possible
• the players are not offended with abusive or offensive language.

Accept any other suitable response.
9  What is meant by 'intrinsic knowledge of performance'? [2 marks]

Award two marks for stating what is meant by intrinsic knowledge of performance.

- How well the player performed/ rather than the results or outcome of the performance.
- The player can sense or feel/ that the movement is correct.

Accept any other suitable response.

10 (a) Describe the multi-stage fitness test. [5 marks]

Award five marks for describing the multi-stage fitness test.

Multi-stage fitness test
- A recording of a series of timed bleeps
- Shuttle runs 20m apart
- Performers have to touch lines (or cones)
- Bleeps get progressively closer together (time between bleeps gets shorter)
- Have to run faster when performer gets to a higher level
- Miss three bleeps, performer has to drop out (1 warning, then if not caught up by 2 more 'bleeps' they must stop).
- Fitness (VO₂ max) is calculated via standardised tables
- It is progressive and maximal

10 (b) Which one of the following tests measures balance? [1 mark]

Stork stand test
11 Using an example from a named physical activity, explain why an improvement in balance may enable a sportsperson to improve his/her performance. [2 marks]

Award **two** marks for explaining why an improvement in balance may enable a sportsperson to improve his/her performance.

**NB.** No mark for the example.

- Handstand (in gymnastics)/ maintain a correct position/ look aesthetically pleasing or/gain higher marks.
- A skier -staying upright whilst moving downhill/ more efficient/ ski quicker or/ complete the course faster.
- Cycling/ maintain streamlined position/ don’t fall off or/ gain faster times.
- Kayaking/ don’t capsize / paddle more efficiently or gain

Accept any other suitable response.

12 Explain why continuous training can be an effective method of training for a sportsperson hoping to improve his/her performance in a physical activity. [2 marks]

Award **two** marks for explaining why continuous training can be an effective method of training for a sportsperson hoping to improve his/her performance in a physical activity.

- It improves aerobic capacity / enabling the performer to work for longer at a higher intensity.
- It helps to develop stamina or cardiovascular endurance or muscular endurance / so effort can be sustained over time.
- It enables sportspeople to maintain a higher level of performance / for a longer period of time.
- It can replicate many of the activities that sportspeople take part in/ e.g. long distance running.

13 Explain why warming up before a physical activity may help to prevent injury. [4 marks]

Award **four** marks for explaining why warming up before a physical activity may help to prevent injury.

Warming up before a physical activity may help prevent injury by:
- preparing the body for physical activity/increasing blood flow/increasing body or muscle temperature/improving elasticity of muscles or stretching muscles/increasing the range of movement or loosening joints.
- preparing the mind for physical activity/improving focus or concentration/increasing alertness/achieving optimal arousal.
14 State and explain **two** reasons why bowls is considered to be a suitable activity for a senior citizen.  

[4 marks]

Award **one** mark for stating why bowls is considered to be a suitable activity for a senior citizen and **one** further mark for the explanation, up to a maximum of **four** marks (2x2).

- It is a gentle activity/ which means it won’t be too strenuous on the heart or joints.
- It can raise heart rate/ and so is a way developing fitness or keeping healthy.
- It uses a range of muscles or joints/ and is therefore a good way of keeping active.
- It can be performed at your own pace/so can do as much or little as you want.
- It is a sociable activity/ so is a good way of making new friends.
- It can be performed all year round/ as it is an indoor or outdoor activity.
- It is accessible/ as many communities have bowling greens.
- It is cheap/ and therefore affordable on a state pension.
- It does not require complex skills/ so is accessible to many.
- It does not require high levels of fitness / therefore can be played by those suffering from impaired mobility.

Accept any other suitable response.

15 Which **one** of the following would be the **most** effective way to improve muscular endurance in weight training?  

[1 mark]

Light weights with high repetitions

16 State **four** safety measures that should be considered when lifting a heavy piece of sports equipment.  

[4 marks]

Award **one** mark for each safety measure.

- Bend the knees
- Keep a straight back or don’t bend your back.
- Keep equipment close to body or close to centre of gravity.
- Keep weight balanced.
- Obtain help from another person.
- Have a firm grip.
- Lift with steady, not jerky movements.
- Keep head up.
- Feet slightly apart.
- Ensure equipment is safe and secure.
17 Explain how an increase in explosive strength may help to improve the performance of a games player. [3 marks]

Award up to three marks for explaining how an increase in explosive strength may help to improve the performance of a games player.

- Sprint faster/to beat a defender/to set up a goal scoring opportunity
- Jump higher/win a header or catch a ball/greater chance of scoring
- Kick or pass or hit a ball harder/less chance of an interception/more likely to create a scoring opportunity
- Hit further/more chance of beating fielders/score more runs or points or rounders
- Jump higher/better trajectory to hit over net / more chance of beating opponent or winning the point

Accept any other suitable response
## Section B – Questions based on the preliminary material

### 18 (a)
Explain how different nutrients could help to improve Alex’s performance in football and/or athletics.  

[6 marks]

**Marking instructions**

Read the **whole response** and use the following grid to select the level that **best** describes the student’s work. If you feel that there is not quite enough content to raise the mark awarded **within** the level, you should consider a mark for QWC.

<table>
<thead>
<tr>
<th>Level</th>
<th>Detailed and accurate</th>
<th>5-6 marks</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates detailed knowledge and thorough understanding of how different nutrients could help to improve Alex’s performance in football and/or athletics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answers should include <strong>two</strong> detailed explanations of <strong>two</strong> different nutrients and how they could help to improve performance</td>
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<tr>
<td></td>
<td><strong>NB One</strong> detailed explanation and <strong>one</strong> sound explanation (maximum 5 marks).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students spell, punctuate and use the rules of grammar accurately and use a wide range of specialist terms precisely.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Sound and generally accurate</th>
<th>3-4 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates sound knowledge and understanding of how different nutrients could help to improve Alex’s performance in football and/or athletics.</td>
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<td>Students spell, punctuate and use the rules of grammar with reasonable accuracy and use a range of specialist terms appropriately.</td>
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<table>
<thead>
<tr>
<th>Level</th>
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<th>1-2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates basic knowledge and understanding of how different nutrients could help to improve Alex’s performance in football and/or athletics.</td>
<td></td>
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<tr>
<td></td>
<td><strong>NB A list of points with no explanation (maximum 1 mark).</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students spell, punctuate and use the rules of grammar with some accuracy and use a limited number of specialist terms.</td>
<td></td>
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<tr>
<td></td>
<td>No creditworthy material.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>
Indicative content

A balanced diet could help to improve Alex’s performance in football and/or athletics by:

- Increasing his level of carbohydrates to supply a ready source of energy, storing any excess as glycogen. He will require slow, complex carbohydrates to enable him to sustain high intensity work over a long period of time, particularly in football or in training for his athletics events. This will enable him to be able to maintain stamina throughout the duration of the football match to maintain skill levels in the final stages of the game. It will also assist in maintaining form and high levels of performance in the 400 m and long jump, particularly in training or during a competition that requires heats or 6 long jumps.

- Increasing his intake of simple carbohydrates that are needed for short bursts of intensive activity. He may find that he has increased energy if he replenishes these at half time or between the jumps of a long jump competition. This should result in more explosive energy and strength which could aid his sprinting, jumping for the ball or gaining additional height and length in the long jump.

- Increasing his protein intake it will help to assist in body growth and muscular repair. This will allow the body to recover quicker, allowing training or competition the following day which will enable him to improve as he is training more.

- Enabling the body to grow (hypertrophy) therefore getting stronger and more powerful. This will enable him to kick a ball harder, tackle more forcibly or jump higher to win headers in football or run faster and jump further in the long jump. He would have the strength and muscular endurance to sustain a fast pace in the 400 m, resulting in a better chance of a quicker time.

- Maintaining high levels of water he will ensure hydration so that his body can function optimally when training. A loss of water will affect performance quite dramatically, causing fatigue and loss of concentration. Water also assists in transportation of nutrients, blood flow, oxygen transportation, waste removal and heat regulation, all which can have a significant effect on performance.

- A constant supply of water helping to maintain his focus and concentration. Therefore Alex will make fewer mistakes enabling his skill levels to be maintained and decision making to be accurate, e.g. when playing the through pass in football.

- Vitamins and minerals assisting in many body and chemical processes. The main ones highlighted will be iron (oxygen transportation) and calcium (bone strength and density). This will allow him to work more efficiently in both football and athletics (more efficient production of energy) as well as enable him to have stronger bones for a forceful tackle and less chance of injury.

- Fats being required as a major energy source which he can use throughout his activities although not really applicable to either football or the 400 m and long jump.
18 (b) Name three administrative and management skills that Alex will require in his role as secretary of the university football club.

[3 marks]

Award up to three marks for naming each administrative and management skill that Alex will require in his role as secretary of the university football club.

- Planning
- Showing initiative or innovation
- Monitoring or evaluation
- Attending to detail
- Commitment to high standards
- Organising or arranging events or facilities or personnel or time
- Co-ordinating and supervising events or facilities or personnel or time
- Communication skills.

18 (c) Whilst at secondary school, Alex was very active and participated in a wide range of physical activities because he enjoyed them so much.

State two other reasons for Alex choosing to participate in a wide range of physical activities.

[2 marks]

Award two marks for stating two other reasons for Alex choosing to participate in a wide range of physical activities.

- Company/peers/social benefits.
- Maintain/improve fitness/physical benefits.
- Relieves stress/health benefits.
- Relaxation/mental benefits.
- Excitement/adrenalin rush.
- Competition/challenge.
- He is good at sport.
- Expectations of self or others/family pressures.

Accept any other suitable response.
18 (d) Other than warming up, state and explain **two** health and safety precautions that Alex should take whilst undertaking a weight training session as part of his strength and fitness programme.

Award **one** mark for stating a health and safety precaution and **one** further mark for the explanation, up to a maximum of **four** marks (2x2).

- Use appropriate weight/ to avoid over-stressing the body
- Use correct technique/ to avoid a specific injury e.g. strained back.
- Ensure access to appropriate equipment/ to avoid a specific injury e.g. pulled muscle.
- Remove dangerous objects from the training area/ to avoid a trip hazard.
- Secure collars on weights or ensure equipment secure/ to prevent it from falling.
- Spotters for bench press/ to avoid weights falling on chest
- Ensure that stations are not too close to each other/ to avoid collisions with other users or pieces of equipment.
- Ensure that the floors are not wet/ to avoid any slip hazards.
- Drink water during session/ to avoid dehydration through sweating.
- Wearing appropriate clothing / so not caught in equipment.
- Completing a PARQ / ensure training at correct level.
- Undertake a warm down / to assist recovery.

Accept any other suitable response.

**NB** Only credit reference to a specific injury once.
Apart from health and safety, explain the factors that Alex should consider when planning a six-week circuit training programme in order to improve his performance in football.

[6 marks]

Marking instructions

Read the whole response and use the following grid to select the level that best describes the student’s work. If you feel that there is not quite enough content to raise the mark awarded within the level, you should consider a mark for QWC.

<table>
<thead>
<tr>
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<th>Description</th>
<th>Marks</th>
</tr>
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<tbody>
<tr>
<td>Level 3</td>
<td>Detailed and accurate</td>
<td>5-6</td>
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<tr>
<td></td>
<td>Demonstrates detailed knowledge and thorough understanding of the factors that Alex should consider when planning a six-week circuit training programme in order to improve his performance in football.</td>
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<td>Level 2</td>
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<td>3-4</td>
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<td></td>
<td>Demonstrates sound knowledge and understanding of the factors that Alex should consider when planning a six-week circuit training programme in order to improve his performance in football.</td>
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<td>Student spell, punctuate and use the rules of grammar with reasonable accuracy and use a range of specialist terms appropriately.</td>
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<tr>
<td>Level 1</td>
<td>Basic</td>
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**Indicative content**

When planning his circuit training programme Alex should:

- consider the number of stations and/or exercises so that he can increase the demands in training to enable him to improve when playing or training for football e.g. increase the number as fitness levels rise, which should have a corresponding effect on performance
- consider the type of circuit – fitness or skill or a combination of both. This can be related to increasing fitness levels which in turn will help improve his overall performance, particularly as others tire. Skill circuits can be set up, either generically or specifically for Alex’s position as a centre forward. These could include ‘heading’ stations to improve explosive strength or reaction and shooting stations to improve goal scoring opportunities
- ensure sports specific exercises are included that are a replication of movement or skill used in football, so that he can use them more effectively when competing e.g. some skills stations to replicate heading a ball
- use the relevant muscle groups and/or energy systems to enable him to be more efficient and effective whilst playing football e.g. working on power in circuits to enable him to have more dynamic leg strength so can jump higher throughout the game when heading a ball or cardio-vascular endurance so that he can keep running throughout the game
- alternate body areas so as not to over fatigue muscle groups and allow recovery, which should mean he is less tired when competing which may enable him to be more alert, have better focus and make less mistakes
- take into account the time available and frequency of training sessions - these have to be timetabled around competitive fixtures and university work
- consider the number of sets and repetitions, amount of intensity or resistance so that he can tailor his training to the requirements of football or specifically a centre forward. He may look to be developing explosive strength so that he can sprint faster to gain an edge over defenders or dynamic strength so that he can work tirelessly closing players down and effectively defending from a high line
- consider his current level of fitness, motivation and state of health. This will be a major consideration and will change throughout the training programme. Adjustments can be made to link to the changing demands of his football training and levels of competition. University work could also be considered. If training is going well, motivation will increase and this usually has a positive effect on performance
- include variety within the circuit to maintain effort and motivation to enable overload and as a result progression - this should lead to an improvement in performance.
### Assessment Objectives

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Assessment Objectives</th>
<th>Marks</th>
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<tbody>
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