

Task 1.

Increasing participation in regular sport or physical activity

NAME:

TEACHER:

TASK 1: TWO HALVES, 24 MARKS

Task 1 is the biggest task in Component 1. Both halves are answered for **one participant**, who is described in the paper. Everything in this booklet is aimed at answering for them.

TASK 1a

Activities and provision

Which activities suit the participant, and which sector should provide them.

12 marks

TASK 1b

Barriers and methods

What stops this participant taking part, and what would actually work.

12 marks

The marking ladder. Both halves are marked on the same four bands:

MB1 · 1–3	MB2 · 4–6	MB3 · 7–9	MB4 · 10–12
basic · little relevance to the participant	partially developed · some relevance	mostly developed · mostly relevant	well-developed · specific relevance to this participant

The word that decides your band is relevance. Generic answers that would fit anybody sit in the bottom two bands, however much you write.

TYPES OF SPORT AND PHYSICAL ACTIVITY

Complete the definitions, then add the benefits of taking part in each.

Type	Definition	Benefits of taking part
Sport	c _____ activities that involve physical e _____, have r _____ and regulations and a N _____ G _____ B _____	
Outdoor activities	activities carried out o _____ or in recreation areas that are a _____	
Physical fitness activities	activities to increase f _____	

Sport splits into two kinds. Name them, with an example of each:

WHO PROVIDES SPORT: THE THREE SECTORS

Complete each sector, then add its four characteristics: funding source, aims, quality of provision, accessibility.

Public

local a_____ and s_____ provision

Private

organisations who aim to make a p_____

Voluntary

activities provided by v_____ who have a common i_____ in the sport or activity

Characteristic	Public	Private	Voluntary
Funding source			
Aims			
Quality of provision			
Accessibility			

ADVANTAGES AND DISADVANTAGES TO THE PARTICIPANT

Five things to compare between sectors. Choose **one activity** someone could do in all three, then compare:

Activity: _____

Comparison point	Public	Private	Voluntary
Types and range of activities			
Types and range of equipment			
Cost of participation			
Access to the activity			
Additional products and services			

Additional products and services means things like a creche, refreshments, hire of equipment, or access to a sport sector professional such as a sports therapist.

PROVIDERS NEAR YOU

Every place within reach where someone could take part. Sort them by sector and say how you know.

Provider	Sector	How you know	What they offer

TYPES OF PARTICIPANT, AND WHAT THEY NEED

Complete the age brackets:

Primary school aged children

aged ____ to ____

Adolescents

aged ____ to ____

Adults

aged ____ to ____

Older adults

aged ____ and up

Disabilities the spec names: v_____, h_____, and p_____. Long-term health conditions: a_____, type 2 d_____, high b_____, p_____, and c_____ h_____ d_____ (CHD).

Now the three kinds of need. Fill in as many as you can:

Physical health needs

Social health needs

Mental health needs

READING THE PARTICIPANT

Marcus is 68 and recently retired. He has type 2 diabetes, lives alone, and has not exercised regularly for twenty years. He does not drive.

Every need you write must be **evidenced** by words in the scenario. Quote the words that tell you it is there.

Need	Type: physical, social or mental	The words in the scenario that evidence it

A need you might guess at but cannot evidence, and why you would leave it out:

WHAT, HOW AND WHY

Naming an activity earns almost nothing. The marks are in **how** it works and **why** that matters for this participant. Choose three activities for Marcus, from at least two different activity types.

Activity (what)	How it works for them	Why that matters for this participant

Check: underline every phrase that names something specific to your participant. Fewer than three per activity means the answer is still generic.

WHAT TASK 1A REQUIRES

- Suitable activities for the participant, justified: how and why each one meets their specific needs.
- The type of provision that would deliver them, with its characteristics.
- The advantages and disadvantages of that sector, for this participant and these activities.
- Relevance to the participant in every section, not just the introduction.

BAND 4 CHECKLIST

- ☐ Activities: what, how, why
- ☐ Needs evidenced from the scenario
- ☐ Provision has its own section
- ☐ Sector characteristics given
- ☐ Advantages AND disadvantages
- ☐ Participant named throughout

The most common way to lose marks. A strong activities section followed by provision covered in a sentence or two. Work with only a brief provision section is capped at the top of Band 2, however good the activities are. Give provision its own heading and at least three of the five comparison points.

My target band for Task 1a:

MODEL ANSWER: TASK 1A

Marcus, 68, retired, type 2 diabetes, lives alone, twenty years without regular exercise, does not drive. Highlight the **what, how and why** in the first paragraph, and circle every mention of Marcus in the second.

ACTIVITIES

"Walking football would suit Marcus. It is a team sport played at low intensity with no running, which manages the impact on his joints at 68 and lets him rebuild fitness gradually after twenty years away from regular exercise. It also meets his social health needs: he lives alone, so a weekly session with the same group of people gives him regular contact and decreases loneliness. Because type 2 diabetes is managed partly by regular moderate activity, two sixty-minute sessions a week move him towards the government guideline of 150 minutes of moderate activity without a sudden jump in intensity."

PROVISION

"The local authority leisure centre is public sector provision, funded by the council rather than run for profit, so its aim is participation across the community rather than income. That matters for Marcus in three ways. Cost of participation is low and there is usually a concessionary rate for people over 60, so price is not a reason to stop going. Access is good, because council centres are placed in residential areas and served by bus routes, which he needs as he does not drive. The range of activities is broad, so if walking football does not suit him he can move to another session without joining somewhere new. The disadvantage is that public centres are busiest after work and the equipment is not always as new as a private gym's, though as a retired participant Marcus can attend at quieter times."

TASK 1A PRACTICE

Priya is 34, works full time in an office and has two children aged 4 and 6. She has asthma. She wants to be more active but says she has no time to herself and has not played sport since school. Choose three suitable activities for Priya and justify each one. Then choose the provision that would suit her and give its advantages and disadvantages. **(12 marks)**

Continue on paper if you need more space.

Band awarded: **Named gap for next time:**

BARRIERS TO PARTICIPATION

Five groups of barrier. Complete each one:

Group	The barriers in this group
Cost of participation	c_____ · e_____ · t_____
Access to the activity	l_____ of the activity · limited accessible t_____ · r_____ · the t_____ of activity available
Time	lack of time due to other commitments: f_____ · s_____ · w_____
Personal barriers	
Cultural barriers	

There are seven personal barriers and three cultural barriers in the specification. Fill in as many as you can from memory, then check.

WHICH BARRIERS, AND WHY

Naming a barrier earns almost nothing. The marks are in **how it occurs** and **why it stops this participant**. Three barriers from three different groups:

Participant: _____

Barrier and group	How it occurs for them	Why it stops them taking part

One barrier this participant does NOT face, and why it does not apply:

METHODS TO ADDRESS THE BARRIERS

Complete the methods for each group of barrier:

Barrier group	Methods that address it
Cost	d_____ pricing · h_____ of equipment · free c_____ p_____
Access	public transport d_____ · c_____ hire · free parking · t_____ days · staff t_____ · increased range of provision · r_____ · assistive technology: pool hoist, Braille signage, hearing loops
Time	c_____ facilities · extended o_____ hours
Personal	
Cultural	

A method has to be feasible: the participant could actually use it, and the provider could actually offer it.

WHAT TASK 1B REQUIRES

BAND 4 CHECKLIST

- ☐ Barriers: how each occurs
- ☐ Barriers: why each stops them
- ☐ Methods: how each works
- ☐ Methods: why each suits them
- ☐ Feasible, not just possible
- ☐ Participant named throughout

The most common way to lose marks. Strong barriers, then methods listed a line each. Methods named without how they work or why they suit the participant sit in Band 2.

My target band for Task 1b:

Model answer: Marcus. Highlight how it occurs, why it stops him, how the method works, why it suits him:

"One barrier for Marcus is personal: he has had an extended time off from participation, twenty years, so he expects to be the least able person there. This stops him taking part because someone who expects to be the worst in the room often does not attend at all, and one missed session becomes a habit.

A feasible method is a taster day aimed at over-60s beginners. It works because everyone there is at the same starting point, so he is not comparing himself to established players, and it is one session rather than a commitment, which lowers the risk of turning up. A general beginners' session would help less, because the age range would be wide and he would still expect to be the slowest."

TASK 1B PRACTICE

Priya: 34, full time office work, two children aged 4 and 6, asthma, no sport since school. Explain three barriers to participation that Priya faces, from three different groups, and give a method to overcome each one. **(12 marks)**

Continue on paper if you need more space.

Band awarded: **Named gap for next time:**

PRACTICE PARTICIPANTS

Task 1 gives you one participant. The way to get quick at reading one is to practise on many. Six here, and none of them are like each other.

Isla, 9

Plays for a primary school netball team. Small for her age and still learning the rules. Sessions are 45 minutes after school.

Kofi, 15

County-level 200m sprinter. Has a hearing impairment and uses hearing aids, which he removes to compete.

Ravi, 47

Office worker with high blood pressure, told by his GP to become more active. Has not exercised since his twenties. Plays badminton once a week.

Nadia, 61

Uses a wheelchair following a spinal injury eight years ago. Has recently taken up wheelchair basketball at a local club.

Tom, 24

Registered blind. Runs with a guide runner three times a week and wants to enter a half marathon.

Amara, 13

Has asthma, triggered by cold air. Wants to join the school football team but has stopped attending winter training.

Pick a different participant each time you practise. The more people you write for, the faster you get at reading a new one.

Practice tasks:

1. Choose three suitable activities for one of them, and justify each with what, how and why.
2. Choose the provision that would suit them, with its characteristics and its advantages and disadvantages.
3. For a second participant, write three barriers from three different groups, and a feasible method for each.

TASK 1 KNOWLEDGE ORGANISER

A1 Types and providers

Sport: competitive, physical exertion, rules and regulations, National Governing Body. Team and individual.
Outdoor activities: adventurous, outdoors or in recreation areas.
Physical fitness activities: to increase fitness.
Sectors: public (local authority and school, community aim), private (profit), voluntary (volunteers, common interest).
Characteristics: funding source, aims, quality of provision, accessibility.
Compare on: range of activities, equipment, cost, access, additional products and services.

A2 Participants and needs

Ages: 5–11, 12–17, 18–49, 50 and up.
Disabilities: visual, hearing, physical.
Conditions: asthma, type 2 diabetes, high blood pressure, coronary heart disease.
Physical needs: fitness, body composition, sleep, immunity, symptoms of conditions.
Social needs: meet people, friends, fun, leadership and team working, decrease loneliness.
Mental needs: stress, work life balance, depression risk, mood, self-confidence and self-esteem.

A3 and A4 Barriers and methods

Cost: clothing, equipment, transport. Methods: discounts, hire, free parking.
Access: location, transport, resources, what is available.
Methods: transport discounts, cycle hire, parking, taster days, staff training, more provision, ramps, assistive technology.
Time: family, school, work. Methods: creche, extended hours.
Personal: body image, confidence, parental influence, limited or lapsed participation, low fitness, health concerns.
Methods: private changing, comfortable clothing, varied images, parent and child sessions, campaigns.
Cultural: single sex sessions, clothing norms, role models.
Methods: women only sessions, diverse staff, cultural awareness training.

Task 1a: activities (what, how, why) plus provision in its own section, with advantages and disadvantages. **Task 1b:** barriers (how it occurs, why it stops them) plus feasible methods (how it works, why it suits them). Task 1 is sat on Monday 7 December.