



# Mark Scheme (Results)

February 2022

Pearson BTEC Tech Award  
In Sport, Activity and Fitness (21217L)  
Component 2: The Principles of Training,  
Nutrition and Psychology for Sport and Activity

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

### **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 grids 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 grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

### **Specific marking guidance**

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark 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.

Question number	Answer	Mark
1(a)	Award <b>1</b> mark for: <ul style="list-style-type: none"> <li>• Aerobic endurance (1)</li> <li>• Cardiovascular/CV endurance (1)</li> <li>• Aerobic/Cardiovascular/CV fitness (1)</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
1(b)	Award <b>1</b> mark for <b>naming</b> another appropriate training method for aerobic endurance. <ul style="list-style-type: none"> <li>• Fartlek training (1)</li> <li>• Interval training/HITT/ High Intensity Interval Training (1)</li> <li>• Circuit training (1)</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(1)</b>

Question number	Answer	Mark
2(a)	Award <b>1</b> mark for: <ul style="list-style-type: none"> <li>• Excellent (1)</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
2(b)	Award <b>1</b> mark for <b>giving</b> an appropriate example for the use of upper body strength in football. <ul style="list-style-type: none"> <li>• Tackling / Challenge for the ball (1)</li> <li>• Marking a player / Body to body contest (1)</li> <li>• Shielding the ball/ Shoulder barge / Protect the ball / Shoulder to shoulder (1)</li> <li>• To move an opponent off the ball (1)</li> <li>• Take a throw in / Throw the ball out as a goalkeeper (1)</li> <li>• Goalkeeper stopping a shot (1) / save the shot / block the ball</li> <li>• Heading the ball (1)</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(1)</b>

Question number	Answer	Mark
2(c)	Award <b>1</b> mark for: <ul style="list-style-type: none"> <li>• State (1)</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
2(d)	Award <b>1</b> mark for the <b>identification</b> of method of a reason shootouts cause anxiety, and <b>1</b> mark for an <b>expansion</b> . <ul style="list-style-type: none"> <li>• A shootout is high-pressure situation/ feels important / intense situation (1) so there is a need to perform well / fear of failure / everyone watching/ depending on her / relying on her / letting team down / overthinking situation (1)</li> </ul> Accept any other appropriate answer.	<b>(2)</b>

Question number	Answer	Mark
2(e)	Award <b>1</b> mark for each identification: <ul style="list-style-type: none"> <li>(i) = Somatic (1)</li> <li>(ii) = Cognitive (1)</li> <li>(iii) = Cognitive (1)</li> <li>(iv) = Somatic (1)</li> </ul> Accept any other appropriate answer.	<b>(4)</b>

<p>3 (a) Name of method training <b>(2)</b></p> <p><i>Award 1 mark for correctly naming each method of training.</i></p>	<p>3 (b) Advantages of method of training <b>(2)</b></p> <p><i>Award 1 mark for correctly <b>stating</b> an advantage of each method of training.</i></p>
<p>● Plyometrics / CrossFit (1)</p>	<ul style="list-style-type: none"> <li>● Sport/basketball <u>specific</u> due to jumping movements (1) <ul style="list-style-type: none"> <li>-Jump <u>higher</u> (1)</li> <li>-Trains the <u>leg</u> muscles (1)</li> <li>-Examples from basketball of jumping (dunk, tip off, rebound, lay-up etc) (1)</li> </ul> </li> <li>● Can be done in a range of environments / anywhere / easy to set up (1)</li> </ul>
<p>● (Anaerobic) Hill sprints / hill running / Hill training / Anaerobic training / Anaerobic sprints (1)</p>	<ul style="list-style-type: none"> <li>● Sport/ basketball <u>specific</u> due to intense sprints (1) <ul style="list-style-type: none"> <li>-Helps to run or sprint <u>faster</u></li> <li>-Trains the <u>leg</u> muscles (1)</li> <li>-Examples from basketball of running faster (beat opponent to ball, sprint down court etc) (1)</li> </ul> </li> <li>● Minimal cost / equipment required / easy to set up (1)</li> </ul>

Question number	Answer	Mark
3(c)	<p>Award <b>1</b> mark for <b>stating</b> an appropriate percentage of maximum heart rate.</p> <ul style="list-style-type: none"> <li>● 80 – 100% (1)</li> </ul> <p>Accept any range between 80 -100 Lowest figure given needs to be 80 or above Accept any other appropriate answer.</p>	<b>(1)</b>

Question number	Answer	Mark
3(d)	<p>Award <b>1</b> mark for <b>identifying</b> a benefit of realistic goals and <b>1</b> mark for an appropriate <b>expansion</b> linked to self-confidence, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• Realistic goals will be achieved / reached / completed / met etc (1) which will allow her to increase belief / experience success / see progress / be positive / feel pride / sense of accomplishment (1)</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(2)</b>

Question number	Answer	Mark
3(e)	<p>Award <b>1</b> mark for <b>stating</b> a benefit of increased self-confidence, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• Increased (intrinsic) motivation / effort / work harder (1)</li> <li>• Increased participation / attend training / games more often (1)</li> <li>• Positive attitude / mind set (1)</li> <li>• Improved performance / play better (1)</li> <li>• Improved concentration / focus (1)</li> <li>• More resilient (1)</li> <li>• Increased enjoyment / more fun (1)</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(2)</b>

Question number	Answer	Mark
4(a)	<p>Award <b>1</b> mark for <b>describing</b> progressive overload and <b>1</b> mark for an appropriate example from Figure 1, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>Progressive overload is seen an increase in weight lifted / from 60kg to 65kg / increase of 5kg / workload increases (1) <u>over time / gradually / slowly / cause adaptation / to prevent injury / prevent overtraining</u> (1)</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(2)</b>

Question number	Answer	Mark
4(b)	<p>Award <b>1</b> mark for <b>describing</b> specificity and <b>1</b> mark for an appropriate example from Figure 1, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>Specificity is the chosen method of <u>training</u> / free weights / chest press / upper body muscle groups / '<u>high weight low reps</u>' (1)</li> </ul> <p>will develop a linked component of fitness / benefits her sport / to improve her performance / links to Shot Put / uses similar movements / actions (1)</p> <p>Accept any other appropriate answer.</p>	<b>(2)</b>

Question number	Answer	Mark
4(c)	<p>Award <b>1</b> mark for <b>identification</b> of an appropriate change to the exercise plan, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>Increase number of sets (1)</li> <li>Increase number of repetitions (1)</li> <li>Stating higher numbers than 3 and 6 (1)</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(2)</b>



Question number	Answer	Mark
4(d)	<p>Award <b>1</b> mark for <b>identification</b> of why this increase would be overtraining and <b>1</b> mark for a linked <b>expansion</b> of why this would not benefit training, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• Kirsten would be increasing her training workload too <u>quickly</u> (1) and so would be at risk of injury / fatigue (1).</li> </ul> <p>Accept opposites (should gradually / slowly increase training (1) to prevent injury / fatigue (1)</p>	<b>(2)</b>

Question number	Answer	Mark
5(a)	<p>Award <b>1</b> mark for correct working out, <b>2</b> marks for correct answer, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• <math>2500(\text{Kcal}) \div 100 \times 20 /</math>  <math>2500 \times 0.2 /</math>  <math>2500 \times 20\% /</math>  <math>2500 \div 20\% /</math>            20% of 2500 (1)</li> <li>• 500 (kcal) (2)</li> </ul> <p>Award 2 for correct response, even without any working</p> <p>Accept any other appropriate answer.</p>	<b>(2)</b>

Question number	Answer	Mark
5(b)	<p>Award <b>1</b> mark for <b>identification</b> of effect of protein after training and <b>1</b> mark for a linked <b>expansion</b> on completion of future sessions, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>Protein will help to repair <u>muscle/ micro-tears / body / tissue</u> after training (1) so he's less likely to <u>miss training sessions due to injury</u> / it allows recovery <u>from training /recovery</u> for future sessions (1).</li> <li>Protein will support <u>muscle</u> growth / hypertrophy / build (1) making him <u>fitter /stronger for future training sessions</u> (1)</li> </ul> <p>Do not 'mix and match' across the two sets of marking points</p> <p>Accept any other appropriate answer.</p>	<b>(2)</b>

Question number	Answer	Mark
5(c)	<p>Award <b>1</b> mark for <b>identification</b> of the function of iron and <b>1</b> mark for an <b>expansion</b> linked to long-distance running, up to a maximum of <b>2</b> marks.</p> <p><u>Functions</u></p> <ul style="list-style-type: none"> <li>Iron promotes increased production of red blood cells / RBCs (1)</li> <li>Iron <u>increases</u> the body's <u>oxygen carrying capacity</u> (1)</li> </ul> <p><u>Applications to Long Distance training</u></p> <ul style="list-style-type: none"> <li>To transport <u>more /quicker oxygen</u> to <u>muscles</u> (during long-distance runs) (1).</li> <li>To improving performance in aerobic activities / when working aerobically / improving cardiovascular / aerobic endurance (1)</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(2)</b>

Question number	Answer	Mark
5(d)	<p>Award <b>1</b> mark for <b>stating</b> each positive feature of a healthy diet, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• Increase carbohydrate intake</li> <li>• Inclusion of micronutrients /vitamins/minerals / (accept named examples)</li> <li>• Fruit and vegetable intake/ 'five a day' / accept examples (1)</li> <li>• Eating three meals a day (1)</li> <li>• Maintaining hydration levels (1)</li> <li>• Meet recommended daily allowance of calories (1)</li> <li>• Eating at appropriate times / timing of meals (1)</li> <li>• Including fibre in diet(1)</li> <li>• Low sugar intake (1)</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(2)</b>
Question number	Answer	Mark
6(a)	<p>Award <b>1</b> mark for each identification:</p> <ul style="list-style-type: none"> <li>• i = Complex / fibre (1)</li> <li>• ii = Simple (1)</li> <li>• iii = Fibre / complex (1)</li> </ul>	<b>(3)</b>
Question number	Answer	Mark
6(b)	<p>Award <b>1</b> mark for:</p> <ul style="list-style-type: none"> <li>• Carbohydrate/carb/carbo/glycogen <u>loading</u>.</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
6(c)	<p>Award <b>1</b> mark for <b>identification</b> of the function of unsaturated fats, and <b>1</b> mark for a linked <b>expansion</b> relating to long-distance swimming, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• Unsaturated fats provide energy (1) that is slow releasing / a secondary source / helps to delay <u>fatigue</u> / <u>maintain intensity</u> (1)</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(2)</b>

Question number	Answer	Mark
6(d)	<p>Award <b>1</b> mark for naming each appropriate food source, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• Oily fish / salmon / herring / mackerel / sardines</li> <li>• Pumpkin seeds / flax seeds / sesame seeds / seeds</li> <li>• Walnuts / Almonds / hazelnuts / pecans Nuts</li> <li>• Avocados</li> <li>• Olive oil / canola oil / sunflower oil / corn oil / Oils</li> </ul> <p>Can award just seeds /nuts/ oils on their own for 1 mark each</p> <p>If learner offers two <u>named</u>, appropriate examples of nuts / oils / seeds, then two marks can be awarded (e.g. walnuts (1) almonds (1))</p> <p>Accept any other appropriate answer.</p>	<b>(2)</b>

Question number	Indicative content	Mark
7	<p>Responses may include the following.</p> <p><u>Level 1</u> (Max 3 marks for Level 1)</p> <ul style="list-style-type: none"> <li>• <u>Extrinsic / Intrinsic</u> (motivation)</li> <li>• <u>Tangible / intangible</u> (rewards)</li> </ul> <ul style="list-style-type: none"> <li>• Increased attendance/ 'turn up to' participation in training and games /more effort /work harder /positive attitude.</li> </ul> <ul style="list-style-type: none"> <li>• Example of rewards (see L2 material) <u>not /incorrectly</u> classified as tangible/intangible/extrinsic/intrinsic</li> </ul> <p><u>Level 2</u> (Max 7 marks for Level 1&amp;2 combined)</p> <ul style="list-style-type: none"> <li>• Definition Motivation is the drive to achieve success / internal mechanisms and external stimuli that direct behaviour</li> <li>• Definition Extrinsic motivation- provided from external factors / by a coach/team mate etc.</li> <li>• Definition Intrinsic = Motivation provided from internal factors /by the performer themselves.</li> <li>• Definition of tangible / intangible rewards (physical substance /financial value etc</li> </ul> <p>Examples of rewards-</p> <ul style="list-style-type: none"> <li>• Extrinsic/tangible examples- Medals / trophies / awards / money</li> <li>• Intrinsic / intangible examples – pride/satisfaction/mastery/sense of achievement</li> <li>• Intangible/extrinsic examples - praise /positive reinforcement / feedback/ respect/recognition /</li> </ul> <p><u>Level 3</u></p> <ul style="list-style-type: none"> <li>• Intrinsic motivation means Devran will not be relying on anybody else to motivate him.</li> <li>•</li> </ul>	<p><b>(9)</b></p>

	<ul style="list-style-type: none"> <li>• Higher enjoyment levels.</li> <li>• Increased adaptations/skill development</li> <li>• Greater impact/influence in matches.</li> <li>• Overcoming adversity / resilience / not giving up when training / games becomes difficult.</li> <li>• Improved concentration / focus</li> </ul>	
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Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions.</li> <li>• Few of the points made will be relevant to the context in the question.</li> <li>• Limited discussion that contains generic assertions rather than considering different aspects and the relationship between them.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions.</li> <li>• Some of the points made will be relevant to the context in the question, but the link will not always be clear.</li> <li>• Displays a partially developed discussion that considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate and detailed knowledge and understanding.</li> <li>• Most of the points made will be relevant to the context in the question, and there will be clear links.</li> <li>• Displays a well-developed and logical discussion that clearly considers a range of different aspects and how they interrelate, in a sustained way.</li> </ul>

Question number	Answer	Mark
8(a)	<p>Award <b>1</b> mark for:</p> <ul style="list-style-type: none"> <li>• 2 (litres) (1)</li> <li>• 1.5 - 3 (litres) – award any figure within this range</li> </ul> <p>If learners provide their answer as a range, at least one of the values they give must fall within our range of 1.5 – 3 litres.</p> <p>Accept any other appropriate answer.</p>	<b>(1)</b>

Question number	Answer	Mark
8(b)	<p>Award <b>1</b> mark for <b>stating</b> a factor that will cause the RDI of fluids to increase, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• Hot conditions/temperature increase/Heat/High Temperature/Hot (1)</li> <li>• Participation in exercise / activity /training (1)</li> <li>• Sweating (1)</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(2)</b>

Question number	Answer	Mark
8(c)	<p>Award <b>1</b> mark for:</p> <ul style="list-style-type: none"> <li>• Dehydration</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(1)</b>

Question number	Answer	Mark
8(d)	<p>Award <b>1</b> mark for <b>identification</b> of an effect of reduced blood plasma volume and <b>1</b> mark for an expansion on the negative impact during a cricket match. Up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• (Reduced blood plasma volume) will lead to a reduced ability to sweat (1) meaning Harry will overheat and stop playing (1).</li> <li>• (Reduced blood plasma volume) will - make blood more viscous / thicker / slow / reduced blood <u>flow /circulation</u> (1) which will reduce oxygen/nutrient delivery (1)</li> <li>• (Reduced blood plasma volume) will lead to low blood pressure (1) causing him to feel dizzy / faint (1)</li> </ul> <p>Must have identification (first marking point) to award expansion (second marking point).</p> <p>Accept any other appropriate answer.</p>	<b>(2)</b>

Question number	Answer	Mark
8(e)	<p>Award <b>1</b> mark for naming an appropriate food source.</p> <ul style="list-style-type: none"> <li>• Bananas</li> <li>• Yoghurt</li> <li>• Sunflower seeds</li> <li>• Potatoes</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(1)</b>



Question number	Answer	Mark
8 (f)	<p>Award <b>1</b> mark stating the main function of potassium.</p> <ul style="list-style-type: none"> <li>• Regulates fluid levels / hydration (1)</li> <li>• Maintains electrolytes (1)</li> <li>• Regulating body temperature (1)</li> <li>• Supports muscle <u>contraction</u> / <u>function</u> / nerve impulses (1)</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(1)</b>

Question number	Indicative content	Mark
9	<p>Responses may include the following.</p> <p><u>Person Centred Approach</u></p> <ul style="list-style-type: none"> <li>• Ensures principle of <u>specificity/ participant differences and needs/ individual needs</u> is addressed.</li> </ul> <p>Can award this attached to <u>any</u> of the factors, or as stand alone .</p> <p><u>Client Aims</u></p> <ul style="list-style-type: none"> <li>• Neha can choose training methods relevant/ linked/specific to the aim/client needs.(accept examples (eg weights to improve strength)</li> <li>• <u>Neha can set</u> (realistic /achievable /challenging) goals or targets.</li> <li>• Helps to motivate the participant / engaged /interested/not bored/works harder/more effort.</li> <li>• Measurable /shows if client is making progress / achieving success</li> <li>• Boosts confidence of client</li> <li>• Short term goals lead to achievement of long term goals</li> </ul> <p><u>Activity likes and dislikes</u></p> <ul style="list-style-type: none"> <li>• Neha will use these likes and dislikes to plan training / programme (accept examples of using likes and dislike to plan program eg If they dislike running, she will not do it)</li> </ul>	<b>(9)</b>

	<ul style="list-style-type: none"> <li>• Makes sessions more fun/enjoyable / happy / client feels comfortable/not bored.</li> <li>• Helps to motivate the participant / engaged /interested / works harder/ more effort.</li> <li>• Client more likely to complete training plan /not give up / attend sessions/ participate regularly.</li> <li>• Increases likelihood of client meeting aims/progressing/ /improving performance/ fitness.</li> </ul> <p><u>Health screening questionnaire</u></p> <ul style="list-style-type: none"> <li>• Allows Neha to choose activities that are safe / not dangerous / not harmful.</li> <li>• Know about injuries/illnesses /medical history / issues / conditions /fitness levels / (accept examples eg asthma / heart condition etc)</li> <li>• Ensures appropriate <u>intensity</u> of activity /considers <u>how hard/strenuous</u> training is</li> <li>• Planning training less likely to <u>cause</u> further injury/ pain /damage / death (accept specific examples – eg heart attack).</li> <li>• Preventing performer from missing sessions / being unable to train.</li> <li>• Leading to <u>reversibility</u></li> <li>• Ensures <u>progressive overload</u> / <u>NOT overtraining</u> / gradual increase (of intensity)</li> <li>• Protects Neha from possible legal action/being sued.</li> </ul>	
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Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions.</li> <li>• Few of the points made will be relevant to the context in the question.</li> <li>• Limited evaluation that contains generic assertions, leading to a conclusion that is superficial or unsupported.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions.</li> <li>• Some of the points made will be relevant to the context in the question, but the link will not always be clear.</li> <li>• Displays a partially developed evaluation that considers some different competing points, although not always in detail, leading to a conclusion that is partially supported.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate and thorough/detailed knowledge and understanding.</li> <li>• Most of the points made will be relevant to the context in the question, and there will be clear links.</li> <li>• 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.</li> </ul>



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Welsh Assembly Government

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