



GCE A LEVEL MARKING SCHEME

AUTUMN 2021

**A LEVEL
PHYSICAL EDUCATION - COMPONENT 2
A550U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2021 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

EDUQAS A LEVEL PHYSICAL EDUCATION – COMPONENT 2

AUTUMN 2021 MARK SCHEME

Guidance for examiners

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Banded mark schemes

For band marked questions mark schemes are in two parts.

Part 1 is advice on the indicative content that suggests the range of concepts, facts, issues and arguments which may be included in the learner's answers. These can be used to assess the quality of the learner's response.

Part 2 is an assessment grid advising bands and associated marks that should be given to responses which demonstrate the qualities needed in AO1, AO2 and AO3. Where a response is not creditworthy or not attempted it is indicated on the grid as mark band zero.

Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Question	Mark scheme	AO1	AO2	AO3	Total
1. (a)	<i>Cycling has increased in popularity as a result of Team GB's success at the Olympics and World Championships. This success could be considered to have had a significant impact on the number of recreational cyclists in the UK.</i> Identify three short term responses that could occur to the respiratory system during a cycling training session. 3x1 mark • Increased gaseous exchange • Increased breathing frequency • Increased breathing depth (TV/IV/EV) • Increase in minute ventilation • Greater AVO₂ diff. • Respiratory pumping / muscle pumping. Any other relevant facts.	3			3
(b) (i)	Identify two long-term anaerobic adaptations that occur as a result of a cycling training programme. 2x1 mark Increase in – • Glycogen stores, • ATP stores, • Creatine phosphate level, • Muscle hypertrophy. • Changes in characteristics type 2b (type 2a muscle fibre). • Recruitment of motor units. Increased activation of prime mover • elasticity of muscle fibre, • increased tensile strength of ligaments, tendons. • Increase calcium absorption • Increased bone density	2			2

Question	Mark scheme	AO1	AO2	AO3	Total
(ii)	Explain the effects of long-term anaerobic adaptations on performance. No marks for the adaptation adaptation linked to effect up to 2 mark 2 marks for linked to performance Increase in glycogen stores (adaptation) will result in delayed anaerobic threshold allowing athlete to maintain speed for longer period of time. Increased recruitment of motor units will positively affect response time.....quicker out of the start blocks Increased ATP stores or Creatine phosphate level will result in improved speed.....sprint for the line Accept any other reasonable response Increased activation of prime mover Impact on performance up to 2 marks - Increased power, strength, speed, reaction time, flexibility, agility - Other relevant example		4		4

Question	Mark scheme	AO1	AO2	AO3	Total
(c) (i)	Cyclists need to consider the effect of drag in order to maximise performance. Outline two factors that influence drag in cycling. 2x1 marks Factors • Speed of object. The faster an object moves, the more resistance it will encounter. In cycling we refer to this resistance as drag. • Shape of object and the way in which air (in the case of cycling) flows past it. • Size of the object and the way in which air (in the case of cycling) flows past it. • Surface area of the object.	2			2
(ii)	Explain two strategies that could be used to limit the effects of drag 2x2 marks Maximum of 2 marks per strategy 2 marks for application Strategies – explain two strategies for 4 marks • Streamlining is an effective way of reducing drag and aiding a smoother flow of air past an object. This smooth flow involves air flowing in layers known as laminar flow. ○ Helmets and skin suits SIZE ○ Helmets have been designed to have a more aerodynamic shape (teardrop). The use of ‘skin-suits’ ○ Equipment - bike. ○ Advances in bike design such as oval-shaped frame tubes and disc wheels have helped reduce drag. ○ Body position SHAPE ○ In cycling, streamlining can be achieved in a number of ways. Cyclists adopt a low crouch position (using drop handlebars to reduce their frontal cross-section area) ○ Diagrams with explanation is acceptable.		4		4

Question	Mark scheme	AO1	AO2	AO3	Total
(d)	Describe the procedure that should be followed for the management of minor strains and sprains Award 1 mark for description of each of the PRICE procedure (up to a maximum of 5). 1 mark for basic understanding of the management 2 marks for understanding of PRICE 3/4 marks for description of most of the stages of PRICE 5 marks for detailed description covering all aspects of PRICE - The PRICE procedure should be followed for treating such muscle and joint injuries. It should be followed immediately after the injury has been sustained and involves five steps: Indicative content - Protect:/Pressure the injury from further damage by providing support (eg. strapping the injury, using a split) - Rest: the injury should be rested for at least two-three days to allow the body's own healing process to occur naturally and prevent further damage. This may involve taking weight of injured joints by using crutches. - Ice: apply a cold compress to the injury eg. ice pack. The aim of this is to reduce swelling and inflammation. This should be carried out for 15-20 minutes every 2-3 hours. - Compression: compress the injury eg. using tape or tubular bandage. This will minimize swelling but you need to ensure that the bandage is not too tight - Elevation: this is important immediately post-injury to reduce the amount of blood flow to the injured area. The injured area should be raised above heart level (if possible).	5			5

Question	Mark scheme	AO1	AO2	AO3	Total
(e)	Discuss the view that developing elite performance should take priority over increasing mass participation levels. Banded answer Indicative content Mass participation (concept that sport is open to everyone and not simply those who are highly skilled or exceptionally committed). Introduction and context – sports participation pattern represented as a continuum and pyramid structure. Importance of identification and development. Majority of performers will be towards the bottom of the pyramid. At the highest/elite levels (excellence), performers be on the verge or have reach the very pinnacle of sporting performance – national/international level. There is, inevitably, a link between the different levels of the pyramid and so changes at one end (such as in the funding of elite sport) will have a knock on effect at the other. Mass participation (grass roots / sports for all) v elite performance / excellence. Concept of Opportunity, Provision, Esteem. Disproportionate amount of public money on the preparation of elite athletes at the expenses of mass participation/sport for all schemes, can this be justified. UK Sport spends more than £100 million per annum on its elite performance programmes through a combination of Exchequer and National Lottery funds. Who does success benefit? UK Sport adopts a 'no compromise' approach to the funding of sports and athletes. This means that sports that are not success (ie.do not win medals) are not funded or have their funding significantly reduced. There are a number of benefits that are associated with success in international sporting competitions (such as World Cups and Olympic Games) and many governments now feel that it is a legitimate use of public funds to support elite athletes. However, supporting elite sport is very costly and others argue that funds could be better used in other areas such as health, education and the promotion of sport for all. Issues relating to the promotion of sporting excellence			10	10

Question	Mark scheme	AO1	AO2	AO3	Total
	Sporting success can boost national pride and morale. Concept of the 'feel good factor' and bread and circuses theory – divert attention away from problems within society (esp. important in the age of austerity) Economic benefits – shop window policy. Increase tourism for the county. Success in elite sport as a great driver of mass participation. Success at an elite level can help to create more role model leading to increased participation (widen the base of the participation pyramid) Extended media exposure. Creation of role models – links with social learning theory. Lord Coe - everything starts from emulation and aspiration. Is elite sport too elitist? Money is ploughed into the chosen few at the expense of the rest. • Is elite sport something to aspire towards? Problems with win at all costs (Lombardian ethic) and deviance – made worse by the commercialism of sport? Issues relating to promotion mass participation Promoting excellence will not address wider societal issues/inequalities. Some sports don't need funding-mass spectator sports (football) Governments use sport as a mechanism for introducing or reinforcing social harmony. By providing opportunities and facilities, it is felt that people will use their leisure time productively. This may then reduce instances of crime and antisocial behaviour. Health of the nation debate. Higher levels of grass roots participation will, inevitably, lead to associated health benefits/reduction of strain on the NHS. Benefits of sport linked to development of moral integrity, leadership skills, respect for the rules and authority – sport builds character. Conclusion: Is it possible for Governments to promote both excellence and mass participation (finite levels of funding – funding elite programmes may direct money away from mass participation programmes – both are costly). Results from funding elite sport more immediately visible and tangible. Mass participation benefits tend to be long term. Candidates must be given credit for any other relevant information included.				

Question	Mark scheme	AO1	AO2	AO3	Total
2.	Many people presume dietary supplements and ergogenic aids are automatically safe to take because they are in everyday products or found naturally occurring in the body. The World Anti-Doping Agency's view is, supplement companies are not highly regulated				
(a)	Identify the potential health risks of the use of protein, creatine and caffeine supplements to a performer. 3x1 mark, 1 mark for each Caffeine, Creatine and Protein • Caffeine – possible negative side effects dehydration diarrhoea insomnia sleep deprivation muscle cramps/stomach cramps/vomiting irregular heart beat • Creatine – possible negative side effects – muscle cramps diarrhoea water retention/bloating omitting hinder aerobic performance possible kidney/liver problems • Protein – increased bowel movements nausea thirst bloating and cramps. Blood poisoning	3			3

Question	Mark scheme	AO1	AO2	AO3	Total
(b)	Outline how chemoreceptors influence heart rate during exercise. 3x1 mark for – Candidates must quantify an increase or decrease in heart rate - Chemoreceptors detect to chemical changes in the blood e.g. - increased levels of CO₂ and H⁺. - Lactic acid concentrations and pH levels - Sends message to CCC Cardiac Control Centre/ Medulla Oblongata - CCC impulse to - slow Vagus nerve - parasympathetic nervous systems - increase accelerator nerve sympathetic nervous systems	3			3
(c)	Describe how the heart works as a dual-action pump when circulating blood during exercise. Max 3 marks for - Pulmonary circulation - Co₂ blood (de oxygenated blood) - Heart to lungs and return. - RV, pulmonary valve (semi lunar), pulmonary artery lungs, oxygenation, pulmonary vein, LA, bicuspid (Artio-ventricular valve). 3 marks for - Systemic circulation - O₂ blood (Oxygenated) - Heart to body and return - LV, aortic valve (semi lunar valve), Aorta, muscle cells, release O₂ pick up CO₂, IVC and SVC, RA, tricuspid (AV valve), RV	6			6

Question	Mark scheme	AO1	AO2	AO3	Total
(d)	UK Sports World Class Performance Pathways (WCPP) is designed to ensure the most talented athletes have every chance of reaching their full potential. Approximately 1300 athletes currently benefit from UK Sport's annual investment. Analyse how talent identification programmes are used to recognise potential elite athletes. 2x2 marks Effectiveness of process Results, Who is identified Identification, selection Use of fitness testing Skill-based testing Filtration, Monitoring progress <i>Tall and Talent, Pitch to Podium, Power to Podium, Fighting Chance, Paralympic potential and others</i> UK Sport - World Class Performance, Pathways. Initiatives such as Discover your Gold. World class podium, World class podium potential, world class foundation. Role of testing- fitness, psychological, skill-based, functional movement screening, performance lifestyle, suitability for competitive environments			4	4

Question	Mark scheme	AO1	AO2	AO3	Total
(e)	Explain how agencies such as Sport England have promoted the health and wellbeing of the nation 5x1 for basic explanation Or max 2 per strategy with amplification • Strategic aim – to get all children hooked on sport for life, promote lifelong participation. This girl can campaign • Community Sport – local deliver pilots community strategy - create, thriving, sustainable sporting communities. • The Education agenda –sports premium • Play to learn, Specialist Projects, Physical Literacy, & Sport, Young Ambassadors. • Annual Governing bodies and sports plans for increasing participation – this impacts on their funding • Adult provision - free swimming, funding for facilities e.g increase number of artificial pitches • Workforce support – support clubs, increase number of sport coaches, coach training, coach funding. Safeguarding coaches and children. • Funding – Community chest grant available for community sport and physical recreation • Development Grant to develop activity in your community		5		5
(f)	Performance enhancing drugs such as anabolic steroids have been linked to mood swings and increases in aggressive behaviour. Discuss, using examples, the difference between aggression and assertion within sport Assertion is forceful play within the laws of the game, there is no intent to harm or injure the opposition. Goal directed behaviour, channelled aggression, controlled. Relevant example Aggression (hostile) intent to cause harm, pain, injure opponent, accompanied by anger. Relevant example. Instrumental aggression. Premeditated aggressive action that is carried out in order to achieve a specific goal. Aggression used as a means to achieve a goal within a sporting context, to win. Primary reinforcement is extrinsic reward. Relevant example, taking a player out of the game	2		6	8

Question	Mark scheme	AO1	AO2	AO3	Total
3.	<i>Elite tennis stars are able to strike the ball at speeds in excess of 90 mph but are still able to keep the ball in play by applying topspin.</i>				
(a)	Describe the effect of topspin on a tennis ball 4x1 mark - Principles When the ball spins, the air molecules surrounding the ball spin with it. This creates what is called a boundary layer. When this boundary layer of air molecules collides with the oncoming (or mainstream) air, a decrease in velocity is seen along with the creation of a pressure differential - This is due to the Magnus force/downward force (which is the Bernoulli effect applied to spinning objects) "Pulled" down sharply. The pressure differential on opposite sides of the ball causes a Magnus force, (high pressure region to a low pressure region). - Players can hit balls at high speeds and make them dip into a small area. - Hitting the ball harder over the net as it will dip significantly in the latter part of its flight - Balls can be hit higher over the net, making the shot more difficult to return/ higher bounce of ball. - Correct diagram can be used to reinforce answer.	4			4

Question	Mark scheme	AO1	AO2	AO3	Total
(b)	Explain, using Figure 3, Welford's model of information processing in relation to returning the ball in tennis. Do not credit repeating the model it must be applied to the tennis serve as it is returning the ball Balance across all four sections Banded answer. Indicative content 1. Information in through our senses, sensory input (vision, audition, proprioception), (chunking). Perception – awareness, understanding, making sense of information received. Temporarily store all of these inputs prior to filtering, selective attention Inputs that are seen as relevant to the decision are then stored in the short-term sensory store (1-2 seconds) GATE- translation of perception into action/doing 2. Decision is made by comparing the information in the short-term memory with previous experiences stored in the long-term memory. The decision process takes place by comparing the current situation, held in the short term memory, with previous experiences, held in the long term memory, to determine an appropriate action. The action and the results are stored for future reference the whole process then begins again Short and long term memories It is suggested that the short term memory can only hold up to seven pieces of information and that it is retained for less than a minute. The long term memory, which appears to have limitless capacity, contains information relating to past experiences. 3. Effector (Action). Nervous system and muscular system. Translation mental process into action, movement. The action is performed with reference to the movement pattern stored in long term memory. Once the action is completed, the situation and result are stored in the long term memory for future reference. Feedback – feeding in to memory, knowledge of performance knowledge of results, positive and negative.		8		8

Question	Mark scheme	AO1	AO2	AO3	Total
(c)	Analyse the effectiveness of different forms of guidance that could be used by a tennis coach The effectiveness of the guidance, and when is more appropriate to use. Up to 3 marks for effectiveness Up to 3 marks for when it is used • Visual guidance eg. demonstration (live or video), visual image/ aids such as poster or work card. • Verbal guidance eg. instructions / explanation of the key teaching points of the skill to hone in on the key aspects of the skill. • Manual guidance involves physical support and the moving of limbs into the correct position. • Mechanical guidance involves the use of an external device to aid performance.			6	6
(d)	In 2015 Andy Murray won the deciding match to secure Great Britain's first Davis Cup victory since 1936. He was very keen to emphasise that it was a whole team effort. Evaluate, using examples, the importance of group cohesion and effective leadership. Cohesion • A group is defined as 'two or more people who are interacting with one another in such a manner that each person influences and is influenced by each other person.' (Shaw, 1976). • Groups have the six Is – interaction, interdependence, interpersonal relationships, identical goals, identity and independence. • Successful groups tend to go through four developmental stages: forming, storming, norming and performing (Tuckman). • Cohesion is the tendency of members of a team to work together to achieve a common goal. • Made up of task cohesion (how well a team works together to achieve common goals) and social cohesion (how much members of a team get along with each other). • Carron's factors (antecedents) of group cohesion: situational/environmental elements, personal elements, team elements and leadership elements (see below). • Strategies for developing team cohesion eg. importance of clear role, clear communication, identity, social support, effective leadership. • Steiner's model of group productivity - successful teams are more than the sum of their parts. The actual productivity of a team (desired level of	2		6	8

Question	Mark scheme	AO1	AO2	AO3	Total
	performance) is equal to its potential productivity minus process losses due to poor team coordination, use of resources or limited motivated. Leadership - Importance of leadership in building teams eg. Use of different leaderships styles in different situations (democratic / autocratic). - Fiedler's contingency model of leadership – team centered and relationship centered leaders. Favourability of the situation. Power of the leader/task complexity/pressure of time/relationships with members. Task orientated/person orientated. Relationship orientated. Chellandurai's multi-dimensional model of leadership: required behaviour, preferred behaviour and actual behaviour Leader personality/situation/member's personality Leadership scale for sport (LSS) Different leadership styles - Autocratic/Democratic/Laissez faire/ Emergent/Prescribed. Nature/Nurture Advantages and dis-advantages of each style. Sporting situations Variations in leadership styles dependent upon situation/ member characteristics/ leader personality. Small group/team- democratic/person orientated/relationship orientated. Female -democratic/person orientated Male – autocratic/command style Beginners/ weaker performers – task orientated/ democratic/autocratic Elite – person/relationship orientated/democratic/laissez faire Large group / dangerous situation/complex task – Autocratic/ Safe environment/basic task – democratic. Credit to be given for other relevant material.				

Question	Mark scheme	AO1	AO2	AO3	Total
4.	“Is big money ruining English Football?” was the question posed by the Guardian. An International Sportsperson stated, “stadiums and facilities are a million times better but most players who claim to play for the love of sport are lying, they play for money.” Discuss the view that as global sport has become commercialised and levels of fair play and sportsmanship have declined. The following is indicative of the material that might be included in the answer. • The rise of professionalism led, unsurprisingly, to a rise in commercialisation. As sports began to attract paying spectators, players wanted a share of the profits made from gate receipts. • The commercialisation of sport refers to the process of sport becoming subject to the market forces of commerce. • In recent years, sports and commerce have become so interlinked that it is difficult to separate the two. Gate receipt money in some sports is now almost insignificant in relation to income generated from ‘exclusive rights’ television deals, merchandising and sponsorship. • Evidence that sport has become increasingly commercialised include the proliferation of entrepreneurs buying sports teams as a business investment; the hyper inflation of footballers wages and the associated problems of ‘image rights’ the power of the transfer market; the commodification of sports brands (such as Nike and Adidas); the importance of television revenues (and associated pay-per-view and sport-specific satellite channels); increased prize money (especially in boxing and golf) and the importance of sponsorship and advertising deals. • Sport has become a commodity (something that can be bought and sold) and its players are an integral part of this package – links with the concept of the ‘Americanisation’ of sport. • Some argue that sport has become overly commercialised – the rewards for winning have become so significant that a ‘win at all costs’ mentality has permeated into the bloodstream of sport. The concept of sportsmanship has been eroded and replaced by increased gamesmanship, deviant and even violent behaviour as athletes (and teams/sports authorities) seek to gain the vast rewards associated with success. • Deviance (from the Latin de, from, and via, way) refers to behaviour that is seen to deviate from the norm within society.	4		16	20

Question	Mark scheme	AO1	AO2	AO3	Total
	• Examples may be used to illustrate the rise of such deviant behaviour e.g. violent play, drug taking, gamesmanship such as diving in football and sledging in cricket. Examples of off field deviant behaviour might include bribery, illegal payments (so called 'bungs') and corruption relating to the World Cup and Olympic bidding process. • Whilst deviance has been a common feature in some sports (such as athletics and cycling) for many years, no sport appears to be 'safe'. • Sportsmanship and fair play are still an important part of sport. Players who demonstrate good sportsmanship not only abide by the written rules of the game but also follow the unwritten ones such as walking before the umpire's decision in cricket or passing the ball back to the attacking team after an injury. It is naïve to assume that such behaviour should still be part of modern professional sport given the vast sums of money available for success? Examples to illustrate this counter argument should be included. • In some instances such as East Germany in the 1970's deviant practices such as drug taking were part of an state-sponsored system (known as State Plan 14:25) and linked to the promotion of a political ideology. Success was used for propaganda purposes rather than for financial gain. • It may be the case that deviance in sport is not increasing, it is just the case that the sports authorities are getting better at catching the cheats (e.g. important of World Anti-Doping Agency (WADA) and new drug testing technology) or that there is more media coverage of issues relating to deviance in sport.				

1. (e)	Discuss the view that developing elite performance should take priority over increasing mass participation levels.
Band	AO3
	10 marks
3	8-10 marks Outstanding discussion on why developing elite performance should take priority over increasing mass participation levels.
2	4-7 marks Good discussion on why developing elite performance should take priority over increasing mass participation levels.
1	1-3 marks Limited discussion on why developing elite performance should take priority over increasing mass participation levels.
0	0 marks No discussion on why developing elite performance should take priority over increasing mass participation levels.

3. (b)	Explain, using Figure 3, Wellford's model of information processing in relation to returning a tennis serve.
Band	AO2
	8 marks
3	7-8 marks Outstanding explanation of effects of Wellford's model Covering all stages listed in the mark scheme.
2	3-6 marks Good explanation of effects of Wellford's model An understanding of the model within the 4 stages.
1	1-2 marks Limited explanation of effects of Wellford's model A limited understanding of the model.
0	0 marks No explanation of effects of Wellford's model

2f	Discuss, using examples, the difference between aggression and assertion within sport	
Band	AO1	AO3
	2 marks	6 marks
3		5-6 marks Excellent discussion on the difference between the different types of aggression. Reasoned judgements are evident. There are excellent links between theory and practice The response is clearly expressed, and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling
2		3-4 marks . Good discussion on the difference between the different types of aggression. Some reasoned judgements are evident. There are good links between theory and practice The response is adequately expressed, and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.
1	1-2 marks Limited knowledge and understanding of the types of aggression	1-2 marks Limited discussion on the difference between the different types of aggression. The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling
0	0 marks No knowledge and understanding of aggression	0 marks No discussion on how the Aggression in sport could impact performance. Response not worthy of credit

3. (d)	Evaluate, using examples from tennis, the importance of group cohesion and effective leadership.
Band	AO3
	8 marks
3	7-8 marks Excellent evaluation of the importance of group cohesion and leadership in building successful teams. Excellent reference to relevant theories. Detailed and reasoned judgements are made. Positive and negative effects on sport are discussed in detail The response is clearly expressed, and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling.
2	4-6 marks Good evaluation of the importance of group cohesion and leadership in building successful teams. Good reference to relevant theories. Good judgements are evident. Discussion tends to be one sided concentrating on either the positive or negative effects The response is adequately expressed, and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.
1	1-3 marks Limited evaluation of the importance of group cohesion and leadership in building successful teams. Discussion is one sided and is superficial. Limited reference to relevant theories. Limited judgements are evident. The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling
0	0 marks Response not worthy of credit.

4.	Discuss the view that as global sport has become commercialised, levels of fair play have declined.	
Band	AO1	AO3
	4 marks	16 marks
3		11-16 marks Outstanding discussion of the view that as sport has become commercialised, levels of fair play and sportsmanship have declined. Detailed and reasoned judgements are made. Positive and negative effects on sport are discussed in detail The response is clearly expressed, and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling.
2	3-4 marks Good knowledge and understanding of the effect of commercialisation and globalisation on sport.	5-10 marks Good discussion of the view that as sport has become commercialised, levels of fair play and sportsmanship have declined. Judgements are made but not always evidence-based Discussion tends to be one sided concentrating on either the positive or negative effects The response is adequately expressed, and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.
1	1-2 marks Limited knowledge and understanding of the effect of commercialisation and globalisation on sport.	1-4 marks Limited discussion of the view that as sport has become commercialised, levels of fair play and sportsmanship have declined. Discussion is one sided and is superficial The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling
0	0 marks No knowledge and understanding of the effect of commercialisation and globalisation on sport.	0 marks No discussion of the view that as sport has become commercialised, levels of fair play and sportsmanship have declined. Response not worthy of credit

Component 2: Assessment objectives mark allocation

	Q1	Q2	Q3	Q4	Total
AO1	12	14	6	4	36
AO2	8	5	8	0	21
AO3	10	10	12	16	48
Total	30	29	26	20	105