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# **GCE AS MARKING SCHEME**

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**SUMMER 2017**

**AS (NEW)  
PHYSICAL EDUCATION - COMPONENT 1  
B550U10-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2017 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.

# GCE AS PHYSICAL EDUCATION - COMPONENT 1 (NEW)

## SUMMER 2017 MARK SCHEME

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | AO1 | AO2 | AO3 | Total |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
| 1. (a)   | <p><b>The shaded area labelled E on the diagram is known as the:</b></p> <p><i>Award 1 mark for:</i><br/>D: Oxygen deficit</p> <p>This mark is awarded for quantitative skill.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1   |     |     | 1     |
| (b)      | <p><b>Describe the action of the sympathetic nervous system on the heart prior to and during exercise.</b></p> <p>Award <b>1 mark</b> for any of the following points:</p> <ul style="list-style-type: none"> <li>• Increases heart rate</li> <li>• releasing adrenaline</li> <li>• Stimulation of the heart (SA nodes)</li> <li>• Cardiac control centre (receptors)</li> <li>• Increases the strength of ventricular contraction</li> <li>• increased stroke volume.</li> <li>• Increase Cardiac Output</li> <li>• Causes vasodilation of arteries supplying blood to working muscle and the heart.</li> </ul>                                                                                                                                                                                                       | 3   |     |     | 3     |
| (c)      | <p><b>Outline two advantages of using field-based tests as opposed to laboratory tests when analysing the performance of athletes.</b></p> <p>Award <b>2 marks</b> for any 2 of the following points:</p> <ul style="list-style-type: none"> <li>• Relatively <b>inexpensive</b> when compared with laboratory equipment.</li> <li>• Does not require <b>specialised</b> setting - can be carried out anywhere.</li> <li>• Less <b>expertise</b> required to conduct the test.</li> <li>• May be more relevant / applicable to particular sport - may replicate the performance aspects more closely.</li> <li>• <b>Size of cohort</b> able to administer to large cohort.</li> <li>• Easier to <b>administer</b> a series of tests.</li> <li>• Access</li> <li>• Access to results</li> <li>• Specificity.</li> </ul> | 2   |     |     | 2     |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | AO1 | AO2 | AO3 | Total |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
| (d)      | <p><b>Identify two long term anaerobic adaptations to plyometrics training and explain how these adaptations may lead to improvement in performance in a sport of your choice.</b></p> <p>Award up to <b>2 marks</b> for identifying the following adaptations:</p> <ul style="list-style-type: none"> <li>• Muscular hypertrophy (increase in size)</li> <li>• Increased fast twitch (type IIb) muscle fibres.</li> <li>• increase rate of motor unit activation.</li> <li>• improved efficiency of ATP-PC system.(&gt;)</li> <li>• Greater tolerance to lactic acid due to improvements in buffering.</li> </ul> <p>Award up to <b>2 marks</b> for application if applied to a sport:<br/>1 mark for improvement and 1 e.g. sport</p> <ul style="list-style-type: none"> <li>• Increased muscular strength.</li> <li>• Increased power / explosiveness.</li> <li>• Increased lactate threshold.</li> </ul> | 2   | 2   |     | 4     |
| 2. (a)   | <p><b>The situation when the learning of one skill hinders or inhibits the learning of another skill is known as:</b></p> <p>Award <b>1 mark</b> for:<br/>E: Negative transfer.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1   |     |     | 1     |
| (b)      | <p><b>Explain, using specific examples, the difference between fixed and variable practice.</b></p> <p><b>1 Mark knowledge and 2 marks for explanation</b></p> <p><b>Knowledge of difference (1 MARK)</b></p> <p>knowledge of fixed practice:</p> <ul style="list-style-type: none"> <li>• Fixed practice involves repetition of the same skill in the same environment (closed) in order to reinforce learning / strengthen the S-R bond / make skill habitual.<br/>E. g. free throw in basketball</li> </ul> <p>knowledge of variable practice:</p> <ul style="list-style-type: none"> <li>• Variable practice involves carrying out a skill in an open situation () where the performer will need to employ decision-making.<br/>e.g. game situation such as 3v2</li> </ul> <p><b>2 MARKS for application – the reference to sporting examples</b></p>                                                    | 1   | 2   |     | 3     |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | AO1 | AO2 | AO3 | Total |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
| (c)      | <p><b>Discuss the advantages and disadvantages of the use of different forms of guidance for a performer in the cognitive phase of learning.</b></p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• Visual - through the use of demonstrations/posters/task cards/video</li> <li>• Verbal - through explanation using clear, concise language / teaching points</li> <li>• Manual - development of kinaesthetic awareness through physically moving the body through the movement / into the correct position.</li> <li>• Mechanical - use of mechanical support to aid movement during learning e.g. flotation devices in swimming.</li> </ul> <p>Advantages of guidance for beginner:</p> <ul style="list-style-type: none"> <li>• Visual guidance: modelling/demonstration esp. useful in early stages as it allows learner to understand the whole skills and build a mental image; equipment can be modified to increase attention e.g. bigger or brighter balls</li> <li>• Verbal guidance: clear teaching points can draw attention to particular aspects of performance (often used in conjunction with visual guidance)</li> <li>• Manual/mechanical guidance: good for developing confidence; increased safety; can help to develop some kinaesthetic awareness and avoid bad habits being formed through incorrect practice.</li> </ul> <p>Disadvantages of guidance for beginner:</p> <ul style="list-style-type: none"> <li>• Visual guidance: depends on ability of the coach to perform skill correctly (role model); too much information if whole skill is performed with no verbal cues; learners must give demonstrations full attention - avoid distractions.</li> <li>• Verbal guidance: some skills are too difficult; complex to describe; relies on learners have good level of language skill and comprehension</li> <li>• Manual/mechanical guidance: may become over-dependent on support; may be limited in developing kinaesthetic awareness of full skill; cannot be used with some skills; limited when coaching large groups.</li> </ul> | 2   | 2   | 2   | 6     |

| <b>Band</b> | <b>A01<br/>2 marks</b>                                                                                                            | <b>A02<br/>2 marks</b>                                                                                            | <b>A03<br/>2 marks</b>                                                                                                                                                                  |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2</b>    | <b>2 marks</b><br>Excellent knowledge of different forms of guidance (at least three from visual, verbal, manual and mechanical). | <b>2 marks</b><br>Excellent application of theory to practical examples of use of guidance for cognitive learners | <b>2 marks</b><br>Excellent evaluation of the suitability of different form of guidance for cognitive learner.<br><br>Must have advantages and disadvantages of the 3 forms of guidance |
| <b>1</b>    | <b>1 mark</b><br>Good knowledge of different forms of guidance (at least two from visual, verbal, manual and mechanical).         | <b>1 mark</b><br>Good application of theory to practical examples of use of guidance for cognitive learners       | <b>1 mark</b><br>Good evaluation of the suitability of different form of guidance for cognitive learner<br><br>Must have advantages and disadvantages of the 2 forms of guidance        |
| <b>0</b>    | <b>0 marks</b><br>No knowledge of different forms of guidance                                                                     | <b>0 marks</b><br>No application of form of guidance                                                              | <b>0 marks</b><br>No evaluation of how different forms of guidance may be used                                                                                                          |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | AO1 | AO2 | AO3 | Total |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
| 3. (a)   | <p><b>The shot putt action takes place along the:</b></p> <p>Award <b>1 mark</b> for:<br/>B: Sagittal plane</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1   |     |     | 1     |
| (b)      | <p><b>Define impulse and explain how a shot putter might use this concept to maximise their distance.</b></p> <p>Award <b>1 mark</b> for definition:</p> <ul style="list-style-type: none"> <li>Impulse is defined as 'change in momentum' or 'the product of the force applied to an object multiplied by the time that force is applied to that object' (or similar).</li> </ul> <p>Award <b>2 marks</b> for application:<br/>A shot putter can use knowledge of impulse in order to maximise distance by:</p> <ul style="list-style-type: none"> <li>Applying force over a long period of time by using the shift or rotational technique.</li> <li>Applying force over a long period of time by concentrating on the follow-through (increase time in contact with shot).</li> <li>Increase size of the force by developing explosive strength through training.</li> <li>Increase size of force by working on technique with focus on speed of release (change in velocity).</li> </ul> | 1   | 2   |     | 3     |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | AO1 | AO2 | AO3  | Total |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|------|-------|
| (c)      | <p><b>Explain, using specific examples, how the relative proportions of different muscle fibre types can influence sporting performance.</b></p> <p>Both fast twitch and slow twitch muscle fibres must be discussed for maximum marks to be awarded. (4 marks)</p> <p>2x2 marks<br/>(2 marks – 1 for explanation and 1 for sporting examples)</p> <p>Indicative content</p> <p><b>Slow-twitch</b> oxidative muscle fibres (Type I).</p> <p>High proportion of these fibres required for endurance-based sports (aerobic) e.g. 5000m</p> <ul style="list-style-type: none"> <li>• Fatigue level low</li> <li>• High myoglobin content / high oxidative enzymes / high mitochondrial density</li> </ul> <p><i>e.g. A 5000m runner has a high proportion of slow twitch muscle fibres as they don't tire easily due to the blood supply</i></p> <p>Fast-twitch oxidative glycolytic (Type IIa)</p> <p><b>Fast-twitch</b> glycolytic muscle fibres (Type IIb)</p> <p>High proportion required for anaerobic / explosive work.</p> <ul style="list-style-type: none"> <li>• Contract strongly / powerfully - high contraction velocity.</li> <li>• High glycogen stores</li> <li>• Connected to fast-firing nerve fibres (fast glycolytic)</li> <li>• High PC content.</li> </ul> <p>A maximum of 2 marks for just slow or fast twitch.</p> |     | 4   |      | 4     |
| (d)      | <p>Discuss, using specific examples, the different performance analysis tools that could be used to evaluate the <b>physical</b> and <b>technical</b> aspects of performance in a sport of your choice.</p> <p>The question will be levelled. Indicative content is shown below but this is not exhaustive.</p> <p><b>Analysis tools for physical aspects of performance:</b></p> <ul style="list-style-type: none"> <li>• Fitness tests - field-based and laboratory-based.</li> <li>• Trackers e.g. measurement of heart rate or GPS trackers to show distance covered.</li> <li>• Other.</li> </ul> <p><b>Analysis tools for technical aspects of performance:</b></p> <ul style="list-style-type: none"> <li>• Fitness tests - skill-based testing.</li> <li>• Notational analysis e.g. % winner: error rate as an indicator of technical competence.</li> <li>• Digital video analysis e.g. use of slow motion, frame analysis and split-screen analysis.</li> <li>• Biomechanical analysis e.g. use of Quintic software.</li> </ul> <p>Other.</p>                                                                                                                                                                                                                                                                                 |     | 2   | 4(b) | 6     |



| <b>Band</b> | <b>AO2<br/>2 marks</b>                                                                                                                                                             | <b>AO3<br/>4 marks</b>                                                                                                                                                         |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2</b>    | <b>2 marks</b><br><br>Excellent understanding of different forms of performance analysis techniques and their practical application to the physical and technical aspects of sport | <b>3-4 marks</b><br><br>Excellent evaluation of how different performance analysis tools may be used to effectively analyse the physical and technical aspects of performance. |
| <b>1</b>    | <b>1 mark</b><br><br>Good understanding of different forms of performance analysis techniques and their practical application to the physical and technical aspects of sport       | <b>1-2 marks</b><br><br>Good evaluation of how different performance analysis tools may be used to effectively analyse the physical and technical aspects of performance       |
| <b>0</b>    | <b>0 marks</b><br><br>No understanding of different forms of performance analysis techniques and their practical application to the physical and technical aspects of sport        | <b>0 marks</b><br><br>No evaluation evident.                                                                                                                                   |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | AO1 | AO2 | AO3 | Total |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
| 4. (a)   | <p>Which of the following is a symptom of somatic anxiety?</p> <p>Award <b>1 mark</b> for:<br/>C: sweaty palms</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 1   |     |     | 1     |
| (b)      | <p>Explain, using examples, how social learning theory can be used to understand aggression behaviour within sport.</p> <p>1 x 2 mark for theory<br/>1 marks for application</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Aggression is not instinctive - it is a learned response.</li> <li>• Performers can learn to be aggressive by observing others act in an aggressive manner e.g. if high-profile sports stars (significant others) display aggression, young players may copy their actions (vicarious conditioning)</li> <li>• Performers can also learn to be aggressive by having their aggression reinforced e.g. if parents/coaches/other players condone (or indeed encourage) aggression e.g. coaches telling young players to get 'make the opposition know you're there'.</li> <li>• Through experiences, players will learn the value of aggressive behaviour - may be prepared to break the rules as the reward outweighs the punishment.</li> </ul> |     | 3   |     | 3     |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | AO1 | AO2 | AO3   | Total |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-------|-------|
| (c)      | <p><b>Evaluate, using appropriate theories, the importance of group cohesion in building successful sports teams.</b></p> <p>Knowledge of appropriate theories</p> <ul style="list-style-type: none"> <li>• stages of group formation (forming, storming, norming and performing) (Tuckman)</li> <li>• model of group productivity (Steiner)</li> <li>• Ringlemann effect and social loafing.</li> <li>• factors (antecedents) of group cohesion (Carron)</li> </ul> <p>Evaluation of importance of group cohesion</p> <ul style="list-style-type: none"> <li>• Cohesion - tendency of a group to stay together in order to reach shared objectives/targets/goals.</li> <li>• Cohesive teams tend to be more productive - they share the same motivations (all work for a share goal and 'pull' in the same direction) and individuals interact effectively with one another (co-ordination).</li> <li>• Cohesive teams tend to be more successful - task cohesion is more important than social cohesion in elite performance.</li> <li>• Large groups tend to be less cohesive - easier to hide in a crowd (social loafing).</li> <li>• Desire for success and shared experiences (of both winning and losing) contribute to cohesion.</li> <li>• Leadership plays an important role in building cohesive teams - democratic (decision-making) style; open dialogue with members.</li> <li>• Cohesive teams tend to be of similar age and status - star player effect.</li> <li>• Importance of team identity in building cohesion.</li> <li>• Unclear whether cohesion leads to success or success leads to cohesion.</li> <li>• Strategies for building cohesive teams - identity, clear communication, role acceptance and clarity, team conformity, togetherness and sacrifices (Carron and Spinks).</li> <li>• Other.</li> </ul> | 3   |     | 3 (b) | 6     |

| <b>Band</b> | <b>AO1<br/>3 marks</b>                                                                                                 | <b>AO3<br/>3 marks</b>                                                                                                                                                                                                    |
|-------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3</b>    | <b>3 marks</b><br><br>Excellent knowledge of theories relating to the importance of group cohesion when building teams | <b>3 marks</b><br><br>Excellent evaluation of how group cohesion can be used to understand how to build successful teams.<br><br>Response is well-reasoned and appropriate, balanced conclusions are drawn.               |
| <b>2</b>    | <b>2 marks</b><br><br>Good knowledge of theories relating to the importance of group cohesion when building teams      | <b>2 marks</b><br><br>Good evaluation of how group cohesion can be used to understand how to build successful teams.<br><br>Response is well-reasoned although some of the conclusions may be one-sided or lack evidence. |
| <b>1</b>    | <b>1 mark</b><br><br>Limited knowledge of theories relating to the importance of group cohesion when building teams.   | <b>1 mark</b><br><br>Limited evaluation of how group cohesion can be used to understand how to build successful teams.<br><br>Few superficial judgements made on issues surrounding the establishment of cohesive teams.  |
| <b>0</b>    | <b>0 marks</b><br><br>No knowledge of appropriate theories.                                                            | <b>0 marks</b><br><br>No evaluation evident.                                                                                                                                                                              |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | AO1 | AO2 | AO3 | Total |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
| 5. (a)   | <p><b>Describe the benefits of athleticism promoted through the introduction of sport at public schools.</b></p> <p>Award <b>1 mark</b> for a description of any of the following</p> <p>4x1 mark or 2x2 marks</p> <p><b>Indicative content:</b></p> <p><b>Physical benefits</b></p> <ul style="list-style-type: none"> <li>• Sport as a cathartic experience - a break from work.</li> <li>• Sport as an agent of social control - channeling of excess energies.</li> <li>• Promotion of physical health - value of exercise.</li> <li>• Importance of competition.</li> <li>• Other physical benefits.</li> </ul> <p><b>Social benefits</b></p> <ul style="list-style-type: none"> <li>• Obedience and loyalty - following the leader and respecting authority/abiding by the rules.</li> <li>• Moral integrity and fair play.</li> <li>• Social cohesion - working in collaboration with others and valuing friendship/camaraderie/brotherhood.</li> <li>• Magnanimity in victory and dignity in defeat.</li> <li>• Other social benefits.</li> </ul> | 4   |     |     | 4     |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | AO1 | AO2 | AO3 | Total |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
| (b)      | <p><b>Discuss the ways in which the Olympic and Paralympic Games act as a mechanism for influencing participation for disadvantaged groups.</b></p> <p>The content below is indicative of the material that may be included but is not exhaustive.</p> <p><b>Global events as a mechanism for increasing participation for disadvantaged groups</b></p> <ul style="list-style-type: none"> <li>Increased exposure (and success) of disadvantaged group may lead to the creation of more role models ('hero' effect) e.g. success of Nicola Adams at London 2012 has increased access for women in boxing.</li> <li>Breaking down barriers to participation - emulating the achievements of others / belief and improvements in esteem e.g. disabled individuals may look to the achievements of Paralympic athletes such as Ellie Symonds.</li> <li>Increased exposure via the media (combined with medal success) may lead to more funding to increase both opportunities and provision at grassroots level e.g. success for Team GB at the Paralympic Games may lead to more funding for disabled sport.</li> <li>'Feel good factor' surrounding major competitions such as the Olympics may lead to more people across all avenues of society taking up sport.</li> <li>Sport as an avenue of social mobility.</li> <li>Coverage of lesser known sports e.g. goal ball or boccia may lead to more people taking up these sports.</li> </ul> <p><b>Possible reasons for fall in participation for disadvantaged groups.</b></p> <ul style="list-style-type: none"> <li>Less funding at a local authority level for sport leading to less provision e.g. closing of many local swimming pools/community facilities.</li> <li>Lack of funding for school sport (apart from the PE and Sport Premium for primary schools) may lead to more young people dropping out of sport at an early age or access being limited.</li> <li>Participation rates vary across sports e.g. cycling has seen a significant increase whilst the popularity of swimming has fallen away.</li> <li>Focus on medal success at Olympic and Paralympic Games ('no compromise' approach) has led to funding been diverted into elite sport and away from grassroots initiatives.</li> <li>Increased cost of accessing sport in time of austerity.</li> </ul> |     | 2   | 6   | 8     |

| <b>Band</b> | <b>A02<br/>2 marks</b>                                                                                                                                                                                                 | <b>A03<br/>6 marks</b>                                                                                                                                                                                                                                                                                                                                                       |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3</b>    |                                                                                                                                                                                                                        | <p><b>5-6 marks</b></p> <p>Excellent evaluation of the influence of global games on participation of disadvantaged groups.</p> <p>Balanced discussion with both positive and negative aspects covered in depth.</p> <p>Reasoned conclusions drawn with excellent synoptic links evident.</p> <p>Clear use of the /data/graph to illustrate points.</p>                       |
| <b>2</b>    | <p><b>2 marks</b></p> <p>Good explanation of different ways in which global events can affect rates of participation for disadvantaged groups with applied examples used (from at least two disadvantaged groups).</p> | <p><b>3-4 marks</b></p> <p>Good evaluation of the influence of global games on participation of disadvantaged groups.</p> <p>Discussion of positive and negative aspects evident but may not be fully developed.</p> <p>Some conclusions drawn but these may not be fully evidence. Good synoptic links evident.</p> <p>Some use of the data/graph to illustrate points.</p> |
| <b>1</b>    | <p><b>1 mark</b></p> <p>Limited explanation of different ways in which global events can affect rates of participation in sport for disadvantaged sports. Few examples used.</p>                                       | <p><b>1-2 marks</b></p> <p>Limited evaluation of the influence of global games on participation of disadvantaged groups.</p> <p>Limited discussion of positive and negative aspects.</p> <p>Few (if any) conclusions drawn and limited synoptic links evident.</p> <p>Little use of graph/data to illustrate points.</p>                                                     |
| <b>0</b>    | <p><b>0 marks</b></p> <p>Response not worthy of credit - no explanation offer as to why the Olympic and Paralympic Games influence participation in sport.</p>                                                         | <p><b>0 marks</b></p> <p>No discussion or evaluation evident in the response.</p>                                                                                                                                                                                                                                                                                            |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | AO1 | AO2 | AO3 | Total |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
| 6        | <p><b>Using a sport of your choice, discuss the different strategies that an athlete would employ immediately following and then in the first few days after a major competition.</b></p> <p>This question will be levelled. The content below is indicative of the material that may be included but is not exhaustive.</p> <p><b>Immediately following competition:</b></p> <ul style="list-style-type: none"> <li>• Importance of nutrition: high/medium glycaemic index meal within thirty minutes post-exercise; use of supplementation e.g. protein for muscle growth and repair; hydration e.g. requirement replace 1l for every kg of body weight lost. Link with EPOC.</li> <li>• Importance of an active cool down - prevent blood pooling, aid replenishment of PC stores and removal of lactic acid. Allow body temperature to reduce at a gradual rate.</li> <li>• Use of recovery methods e.g. ice baths, compression clothing, and massage.</li> </ul> <p><b>Days after competition:</b></p> <ul style="list-style-type: none"> <li>• Performance analysis: use of video/notational data and to analyse performance and identify areas for improvement to be built into subsequent training regimes.</li> <li>• Use of biomechanics to analyse performance.</li> <li>• Goal-setting: use of SMARTER approach / medium and long-term goals / performance, outcome and process goals..</li> <li>• Motivation: intrinsic, extrinsic and achievement motivation.</li> </ul> |     | 4   | 10  | 14    |



| <b>Band</b> | <b>AO2<br/>4 marks</b>                                                                                                                                                                                                                   | <b>AO3<br/>10 marks</b>                                                                                                                                                                                                                                                                                                                                     |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3</b>    | <p><b>4 marks</b></p> <p>Excellent application of recovery methods, and post-match performance analysis to practical examples evident in the response.</p> <p>There is an excellent use of technical language throughout the answer.</p> | <p><b>8-10 marks</b></p> <p>Excellent analysis and evaluation of how different recovery methods and post-match performance analysis can be used following a performance.</p> <p>Well-reasoned arguments presented through with logical conclusions drawn.</p> <p>Synoptic links are fully developed in the response.</p>                                    |
| <b>2</b>    | <p><b>2-3 marks</b></p> <p>Good application of recovery methods, and post-match performance analysis to practical examples evident in the response.</p> <p>There is a good use of technical language throughout the answer.</p>          | <p><b>4-7 marks</b></p> <p>Good analysis and evaluation of how different recovery methods and post-match performance analysis can be used following a performance.</p> <p>There are a number of reasoned arguments presented although conclusions may not be fully evidenced.</p> <p>Some synoptic links evident although these are not fully explored.</p> |
| <b>1</b>    | <p><b>1 mark</b></p> <p>Limited application of recovery methods and post-match performance analysis to practical examples evident in the response.</p> <p>There is only limited use of technical language.</p>                           | <p><b>1-3 marks</b></p> <p>Limited analysis and evaluation of how different recovery methods and post-match performance analysis can be used following a performance.</p> <p>Response tends to be narrative in nature and there are few, if any, synoptic links evident.</p>                                                                                |
| <b>0</b>    | <p><b>0 marks</b></p> <p>No knowledge of recovery methods, or post-match performance analysis - no credit given.</p>                                                                                                                     | <p><b>0 marks</b></p> <p>No evaluation evident - no credit given.</p>                                                                                                                                                                                                                                                                                       |