

GCSE

WJEC Eduqas GCSE in PHYSICAL EDUCATION

ACCREDITED BY OFQUAL

SAMPLE ASSESSMENT MATERIALS

Teaching from 2016



For teaching from 2016
For award from 2018

GCSE (9-1)
PHYSICAL EDUCATION

SAMPLE ASSESSMENT
MATERIALS

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Candidate Name	Centre Number				Candidate Number			
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**GCSE PHYSICAL EDUCATION****COMPONENT 1****INTRODUCTION TO PHYSICAL EDUCATION****SAMPLE ASSESSMENT MATERIALS****2 hours****INFORMATION FOR CANDIDATES**

Diagrams, charts and graphs can be used to support answers when they are appropriate.

Mark allocations are shown in brackets.

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page. Write your answers in the spaces provided in this booklet.

Use black ink or black ball-point pen.

Do not use pencil or gel pen.

Do not use correction fluid.

Question	Maximum mark	Marks awarded
1a	3	
1b	3	
1c	4	
1d	10	
2a	11	
2b	5	
2c	6	
2d	7	
3a	14	
3b	3	
3c	4	
3d	7	
4a	5	
4b	7	
4c	4	
4d	6	
5a	11	
5b	10	
Total	120	

Answer **all** questions

1. In order to classify skills, they can be placed on a continuum such as the open - closed continuum. The tennis serve has been placed at point C.



Open - closed continuum



- (a) Justify the decision to place the tennis serve at point C on the open - closed continuum. [3]

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- (b) Identify and explain a type of practice that would help develop a closed skill such as a tennis serve. [3]

Type of practice.....

Explanation.....

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- (c) (i) What is power and why is power needed to perform a tennis serve? [2]

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- (ii) Describe **one** method of training that could be used to develop power. [2]

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As a coach you have been asked by a player to help improve his/her serve.

- (d) Discuss in detail the use of guidance and feedback for performers in different stages of learning. [10]

[illegible]

Total 20

The 400m is an athletics event that requires athletes to run at almost full speed for one lap of a track.

2. (a) (i) Two energy systems are mainly used by athletes competing in the 400m.

At which point in a 400m race would each of the systems mainly be used? Justify your answer. [4]

	Point in the race	Justification
ATP-PC		
Anaerobic		

- (ii) Describe what is meant by the term anaerobic threshold and explain why an understanding of the anaerobic threshold is important to 400m athletes. (5)

[illegible]

- (iii) Complete the table below for a 16 year old athlete. [2]

Factor	Value
Maximum heart rate	
Aerobic training zone	

- (b) (i) Identify the major component of fitness used at the start of a 400m race.
Tick **one** box only. [1]

Flexibility ☐

Balance ☐

Cardio vascular endurance ☐

Local muscular endurance ☐

Reaction time ☐

- (ii) After completing a 400m race athletes slow down.
Describe **two** strategies that athletes might use to aid their recovery. [4]

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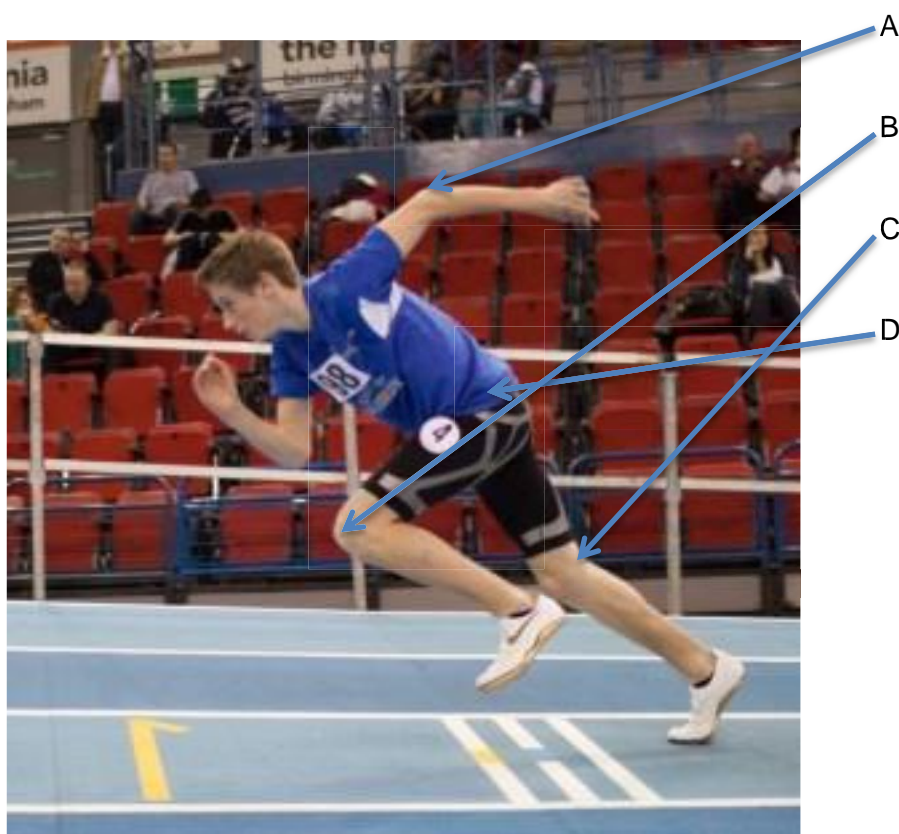
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(c) Discuss the value to athletes of regularly monitoring their performance. [6]

[illegible]

The following is a still photograph of a 400m runner.



(d) (i) Identify the lever at A. Tick **one** box only. [1]

1st Order ☐

2nd Order ☐

3rd Order ☐

4th Order ☐

(ii) Classify the synovial joint at D (hip). Tick **one** box only. [1]

Hinge ☐

Pivot ☐

Ball and socket ☐

Gliding ☐

(iii) Analyse the movements that are taking place at B and C. [5]

This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Total 29

The players in successful teams usually listen carefully to their coach.

3. (a) (i) Identify and explain **two** reasons why a coach is important to a team. [4]

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- (ii) Evaluate a coach's use of SMART targets as a strategy for improvement for individual members of a team. [10]

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

- (b) Explain why carbohydrates would probably be the main energy source used during a training session for an activity such as football. [3]

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- (c) Identify **four** characteristics of a skilled performance. [4]

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- (d) (i) Explain the role of physical education in schools in encouraging girls to engage in life long sport or physical activity. [3]

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- (ii) Outline **two** risks associated with an inactive lifestyle. [4]

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Total 28

Gamesmanship can be defined as the desire to win by any means.

4. (a) Identify **two** examples of gamesmanship in sport and explain why gamesmanship could be related to the amount of money involved in professional sport. [5]

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Technology in Sport is helping officials to deal with gamesmanship.

- (b) (i) Describe the impact of **two** technological developments that have been introduced to support officials in sport. [4]

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- (ii) Explain, using examples, how technology has helped to improve performance in sport. [3]

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Euro 2012: Croatia fined for Mario Balotelli racial abuse

The Croatian Football Federation has been fined 80,000 euros (£65,000) after fans directed racist abuse at Italy striker Mario Balotelli.

- (c) Describe actions taken by governing bodies to help remove racism from sport. [4]

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[illegible]

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5. During the last ten years there has been an increase in obesity in children in the UK.

- (a) (i) Explain why there has been an increase in the number of overweight children during this period. [3]

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- (ii) Identify **two** measures the government could take to reduce obesity and explain their potential impacts. [4]

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- (iii) Describe **two** positive motivational strategies a parent could use to help their children lose weight. [4]

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Many people undertake a training programme to help improve their fitness. Read the following data from a 12 week training programme designed for a 16 year old female.

Component	Week 1	Week 12
Multi Stage Fitness Test	9	11
% Body Fat	25	18
Blood Pressure	140/90mmHg	120/75mmHg
Resting Heart Rate	74	68

- (b) Evaluate why these changes occurred during the 12 week training programme.

[10]

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COMPONENT 1

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)	<p>Justify the decision to put the tennis serve at point C on the open - closed continuum.</p> <p>Award 3 marks for the justification.</p> <p>Justification</p> <ul style="list-style-type: none"> <input type="checkbox"/> a closed skill is performed without reference to external factors such as opposition (1) <input type="checkbox"/> for the tennis serve there may be some external factors such as opponent/wind affecting the performer which would prevent it being classified as a totally closed skill (1) <input type="checkbox"/> it could not be totally open as at this point there would be many external factors influencing the server (1) <p>Credit any other appropriate response</p>		3		3
(b)	<p>Identify and explain a type of practice that would help develop a closed skill such as a tennis serve.</p> <p>Award: 1 mark for identifying fixed practice and 2 marks for the links between the skill being shown (tennis serve) and the type of practice.</p> <p>Explanation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fixed practice because the server practices the same technique repeatedly (1) <input type="checkbox"/> Fixed practice is the best type of practice to refine a closed skill (1) <p>Credit any other appropriate response</p>	1	2		3

Question	Mark Scheme	AO1	AO2	AO3	Total
(c) (i)	<p>What is power and why is power needed to perform a tennis serve?</p> <p>Award: 1 mark for showing knowledge of power. 1 mark for linking power to a tennis serve.</p> <p>Power</p> <ul style="list-style-type: none"> <input type="checkbox"/> knowledge of power (speed x strength) (1) <input type="checkbox"/> the link to the need to serve with force in a fast movement to achieve the speed of serve (1) <p>Credit any other appropriate response</p>	2			2
(ii)	<p>Describe one method of training that could be used to develop power.</p> <p>Award: 1 mark for an appropriate method of training that is linked to the development of power. 1 mark for the description of the method of training.</p> <p>Description</p> <ul style="list-style-type: none"> <input type="checkbox"/> an appropriate method of training including plyometrics, weight training interval training (1) <input type="checkbox"/> reference to the high intensity and short duration needed to improve power (1) <p>Credit any other appropriate response</p>	2			2

Question	Mark Scheme	AO1	AO2	AO3	Total
(d)	<p>Discuss in detail the use of guidance and feedback for performers in different stages of learning.</p> <p>Maximum of 2 marks should be awarded for knowledge of guidance and feedback (AO1). Maximum of 4 marks should be awarded for their application (AO2).</p> <p>Indicative content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of stages of learning – cognitive, associative, autonomous (AO1) <p>Guidance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal guidance - generally more appropriate for advanced performers (autonomous) (AO2) <input type="checkbox"/> Visual guidance - generally more appropriate for beginners (cognitive) (AO2) <input type="checkbox"/> Either type of guidance can be used for any stage of learning - amplification/justification/evaluation needed (AO3). <p>Feedback</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of different types of feedback (AO1) <input type="checkbox"/> Knowledge of results - more appropriate for cognitive (AO2) while knowledge of performance is better for autonomous (AO2) <input type="checkbox"/> Either type of feedback can be used at any stage of learning amplification/justification/evaluation needed (AO3) <p>There must be a clear evaluation of the use of guidance and feedback in different stages of learning (AO3).</p> <p>Credit any other appropriate response</p>	2	4	4	10

Band	AO1	AO2	AO3
3	2 marks awarded as for Band 2	<p>4 marks</p> <p>Excellent application of feedback and guidance to stages of learning</p> <p>Makes explicit links to stages of learning</p> <p>The application is detailed and focuses on key content</p>	<p>4 marks</p> <p>Excellent discussion of the different uses of guidance and feedback for different stages of learning</p> <p>The discussion is detailed and focuses on key content</p> <p>The response is clearly expressed and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling</p> <p>The discussion makes a detailed justification for the use of guidance and feedback for different stages of learning</p>
2	<p>2 marks</p> <p>Good knowledge of types of guidance and feedback and stages of learning</p>	<p>3 marks</p> <p>Good application of feedback and guidance to stages of learning</p> <p>Links are made to stages of learning</p> <p>The application includes key content</p>	<p>3 marks</p> <p>Good discussion of the different uses of guidance and feedback for different stages of learning</p> <p>The discussion focuses on key content</p> <p>The response is adequately expressed and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling</p> <p>The discussion makes a justification for the use of guidance and feedback for different stages of learning</p>

Band	AO1	AO2	AO3
1	1 mark Limited knowledge of feedback and guidance and stages of learning	1-2 marks Limited application of feedback and guidance to stages of learning The response is mainly theoretical showing awareness of the key content	1-2 marks Limited discussion of the different uses of guidance and feedback for different stages of learning The discussion focuses on limited areas of key content The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling The discussion makes a limited justification for the use of guidance and feedback for different stages of learning
0	0 marks No knowledge of feedback and guidance Not answered	0 marks No application of feedback and guidance to stages of learning Not relevant	0 marks No analysis of feedback and guidance or links to stages of learning

Question	Mark Scheme	AO1	AO2	AO3	Total									
2 (a) (i)	<p>At which point in a 400m race would each of the systems mainly be used? Justify your answer.</p> <table><tr><td></td><td>Point in the race</td><td>Justification</td></tr><tr><td>ATP-PC</td><td>Start (1)</td><td>Explosive, short duration (1)</td></tr><tr><td>Anaerobic</td><td>Early to middle (1)</td><td>high intensity after initial burst (1)</td></tr></table> <p>Award: 1 mark identifying where in the race each energy system is used. 1 mark for justifying why it is used at these points in the race.</p> <p>Credit any other appropriate justification</p>		Point in the race	Justification	ATP-PC	Start (1)	Explosive, short duration (1)	Anaerobic	Early to middle (1)	high intensity after initial burst (1)	2	2		4
	Point in the race	Justification												
ATP-PC	Start (1)	Explosive, short duration (1)												
Anaerobic	Early to middle (1)	high intensity after initial burst (1)												
(ii)	<p>Describe what is meant by the term anaerobic threshold and explain why an understanding of the anaerobic threshold is important to 400m athletes.</p> <p>Award 1 mark for knowledge of the anaerobic threshold</p> <p><input type="checkbox"/> the point at which aerobic and anaerobic training zones meet (1)</p> <p>Award: 4 marks for an explanation.</p> <p>Explanation</p> <p><input type="checkbox"/> 400m is a high intensity activity which makes huge demands of the body (1) and is largely anaerobic (1)</p> <p><input type="checkbox"/> Anaerobic is inefficient so it is in an athlete's interest to want to train to stay in aerobic zone for as long as possible (1)</p> <p><input type="checkbox"/> through training close to the anaerobic threshold they can raise threshold (1)</p> <p><input type="checkbox"/> stay in the efficient aerobic zone for longer (1)</p> <p>Credit any other appropriate explanation.</p>	1	4		5									

Question	Mark Scheme	AO1	AO2	AO3	Total						
(iii)	<p>Complete the table below for a 16 year old athlete.</p> <table><tr><th>Factor</th><th>Value</th></tr><tr><td>Maximum heart rate</td><td>220-Age (16) OR 204 (1)</td></tr><tr><td>Aerobic training zone</td><td>60-80% max (204) OR 122-163 (1)</td></tr></table> <p>Credit only these responses</p> <p>2 x 1 marks – actual values or percentages accepted.</p>	Factor	Value	Maximum heart rate	220-Age (16) OR 204 (1)	Aerobic training zone	60-80% max (204) OR 122-163 (1)		2		2
Factor	Value										
Maximum heart rate	220-Age (16) OR 204 (1)										
Aerobic training zone	60-80% max (204) OR 122-163 (1)										
(b) (i)	<p>Identify the major component of fitness used at the start of a 400m race.</p> <p>Award: 1 mark for reaction time.</p> <p>Credit only this response</p>	1			1						
(ii)	<p>Describe two strategies that athletes might use to aid their recovery.</p> <p>Award: 1 mark for identifying each strategy and 1 for a description. Two strategies need to be identified and described for 4 marks.</p> <p>Description:</p> <ul style="list-style-type: none"><input type="checkbox"/> cool down (1) - reduction in intensity (1)<input type="checkbox"/> stretching (1) - active , passive, length, example (1)<input type="checkbox"/> ice baths (1) - immediately after for limited duration (1)<input type="checkbox"/> massage (1) - focused pressure on muscles post exercise (1) <p>Credit any other appropriate response</p>	4			4						

Question	Mark Scheme	AO1	AO2	AO3	Total
(c)	<p>Discuss the value to athletes of regularly monitoring their performance.</p> <p>This is an evaluation question, credit should only be given to evaluative responses</p> <p>Indicative content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluation of the effects of monitoring on motivation <input type="checkbox"/> Can be positive if improvement shown or negative if results decline <input type="checkbox"/> Evaluation of timing of monitoring to ensure motivation is maintained. <input type="checkbox"/> Evaluation of purpose of monitoring - measure progress rather than to identify temporary peaks and troughs. <input type="checkbox"/> Evaluation of establishing a baseline measure - only has value if it is accurate <input type="checkbox"/> Importance of tester ensuring monitoring is used correctly - validity and reliability <input type="checkbox"/> Evaluation of the importance and value of comparing with national norms - negative comparison with national norms to be balanced with possible improvements against own baseline performance <p>Credit any other appropriate response</p>			6	6

Band	AO3
<p>3</p>	<p>5-6 marks</p> <p>Excellent well-reasoned discussion covering key issues.</p> <p>The value of regular testing is discussed in detail with both positive and negative aspects considered. The discussion is detailed and focuses on key content</p> <p>Valid conclusions drawn</p> <p>The discussion is clearly expressed and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling</p>
<p>2</p>	<p>3-4 marks</p> <p>Good discussion of the benefits of testing with arguments that include some key issues.</p> <p>The value of regular testing is discussed but with mainly a focus on either positive or negative aspects. The discussion focuses on key content</p> <p>An attempt is made to draw conclusions, some of which are valid</p> <p>The discussion is adequately expressed and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling</p>
<p>1</p>	<p>1-2 marks</p> <p>Limited evaluation of benefits of testing with few relevant points.</p> <p>Limited consideration of the value of testing and focuses only on the positive aspects.</p> <p>Conclusions are superficial.</p> <p>The discussion shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and grammar</p>
<p>0</p>	<p>0 marks</p> <p>No evaluation of the benefits of testing.</p> <p>Not answered.</p>

Question	Mark Scheme	AO1	AO2	AO3	Total
2 (d) (i)	<p>Identify the lever at A.</p> <p>Award: 1 mark for 3rd Order.</p> <p>Credit only this response</p>	1			1
(ii)	<p>Classify the synovial joint at D (hip).</p> <p>Award: 1 mark for Ball and socket.</p> <p>Credit only this response</p>	1			1
(iii)	<p>Analyse the movements that are taking place at B and C.</p> <p>Award: 1 mark for identifying the type of joint at the knee. Hinge joint.</p> <p>Award 2 x 2 marks for analysis of movement at B and C. Maximum of 2 marks for each.</p> <p>Analysis. At B Type of movement is flexion (1). Flexion at the knee is caused by contraction of the hamstrings (1). At C Type of movement is extension (1). Extension of the knee is caused by the contraction of the quadriceps (1).</p> <p>Credit only these responses</p>	1	4		5

Question	Mark Scheme	AO1	AO2	AO3	Total
3 (a) (i)	<p>Identify and explain two reasons why a coach is important to a team.</p> <p>Award: 2 marks for relevant identification of the coach's importance and 2 marks amplification.</p> <p>Explanation A coach can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> motivate (1) - to sustain motivation particularly during periods when they are not playing well (1) <input type="checkbox"/> communicate areas for improvement, encouragement (1) <input type="checkbox"/> offer support (1) - technical, tactical, social (1) <input type="checkbox"/> organise (1) - give structures to practice (1) <input type="checkbox"/> offer feedback (1) - to individuals and/or team (1). <p>Credit any other appropriate response</p>	2	2		4
(ii)	<p>Evaluate a coach's use of SMART targets as a strategy for improvement for individual members of a team.</p> <p>This is mainly an evaluation question. Maximum of 2 marks for knowledge of SMART criteria (AO1).</p> <p>Indicative content</p> <ul style="list-style-type: none"> <input type="checkbox"/> specific – individuals within the team have specific requirements/goals but it can lead to too much focus on goals. Evaluation of specificity (AO3) <input type="checkbox"/> measurable – to monitor progress, team selection but could limit creativity if over reliant on measuring.. Evaluation of measurable targets (AO3) <input type="checkbox"/> agreed – ownership of the target, something they want to do, intrinsic motivation. Evaluation of agreeing targets (AO3) <input type="checkbox"/> realistic - so that the individuals can see improvement and therefore become more motivated. Evaluation of realistic targets (AO3) <input type="checkbox"/> time – to see the improvement, preparation for games, season but can increase pressure by always trying to meet deadlines. Evaluation of time (AO3) <p>Negative aspects might include any of the above not implemented properly</p> <p>Reduction in motivation/loss of enjoyment through constantly working towards targets.</p> <p>Credit any other appropriate response</p>	2		8	10

Band	AO1	AO3
3	2 marks are awarded as for Band 2	<p>7-8 marks</p> <p>Excellent evaluation covering key issues</p> <p>There is a well-reasoned discussion of the value of SMART targets as a strategy for improvement</p> <p>All aspects of the SMART targets are evaluated and both positive and negative aspects are considered</p> <p>The response is clearly expressed and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling</p> <p>Valid, well researched conclusions are drawn</p>
2	<p>2 marks</p> <p>Good knowledge of SMART targets</p>	<p>4-6 marks</p> <p>Good evaluation of the key issues</p> <p>There is a discussion of the value of SMART targets through not always linked to improvement</p> <p>An attempt is made to draw conclusions, some of which are valid</p> <p>Not all aspects of the SMART targets are evaluated with mainly positive or negative aspects considered</p> <p>The response is adequately expressed and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling</p> <p>An attempt is made to draw conclusions some of which are valid</p>
1	<p>1 mark</p> <p>Limited knowledge of SMART targets</p>	<p>1-3 marks</p> <p>Limited evaluation of key issues</p> <p>Little or no discussion with focus on positive or negative aspects of SMART</p> <p>The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling</p> <p>1 or 2 aspects of the SMART targets are superficially evaluated</p>
0	<p>0 marks</p> <p>No knowledge of SMART targets</p> <p>Not answered</p>	<p>0 marks</p> <p>No evaluation</p> <p>Not answered</p>

Question	Mark Scheme	AO1	AO2	AO3	Total
3 (b)	<p>Explain why carbohydrates would probably be the main energy source used during a training session for an activity such as football.</p> <p>The explanation will need to link to intensity and duration of the training and applied to football or similar sports such as hockey to access 4 marks.</p> <p>Maximum of 1 mark if the use of carbohydrates are not linked to intensity or duration of the training or to the activity.</p> <p>Explanation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> carbohydrates as a fuel for muscular contractions (1) particularly as the main fuel for moderate to high intensity (1) <input type="checkbox"/> Carbohydrates as the fuel for 1min duration to 2 hours (1) <input type="checkbox"/> relationship to football or similar high intensity, sport that include long duration and multiple sprints (1) <input type="checkbox"/> 60-80% aerobic fuel 80%+ anaerobic fuel (1) <input type="checkbox"/> reasoning around fats being used below 60% or ATP-PC at high intensity therefore carbohydrates for this activity (1) <p>Credit any other appropriate response</p>		3		3
(c)	<p>Identify four characteristics of a skilled performance.</p> <p>Award: 4 x 1 marks for each characteristic.</p> <p>Identification should include four of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fluency <input type="checkbox"/> accuracy <input type="checkbox"/> consistency <input type="checkbox"/> effectiveness <input type="checkbox"/> efficiency <input type="checkbox"/> decision Making <input type="checkbox"/> technical <input type="checkbox"/> tactical <p>Credit any other appropriate response</p>	4			4

Question	Mark Scheme	AO1	AO2	AO3	Total
3 (d) (i)	<p>Explain the role of physical education in schools in encouraging girls to engage in life long sport or physical activity.</p> <p>Explanation</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognition that there is reluctance for many girls to engage in PE and that schools do not always cater for girls needs (1) <input type="checkbox"/> physical education in schools can offer gender specific and joint sports (1) <input type="checkbox"/> Listen to pupils – pupil voice (1) <input type="checkbox"/> Offer choice (1) <input type="checkbox"/> alternative provision – different activities e.g. girls football, yoga, cheerleading (1) <input type="checkbox"/> bring in outside agencies - sport development (1) <input type="checkbox"/> offer positive role models with values of respect for equality (1) <p>Credit any other appropriate response</p>		3		3
(ii)	<p>Outline two risks associated with an inactive lifestyle.</p> <p>Award 2 x 2 marks for outlining two risks maximum of 2 marks for identifying risks without outlining them.</p> <p>Outline</p> <ul style="list-style-type: none"> <input type="checkbox"/> hypertension (1) - can lead to many problems including increased risk of heart problems (1) <input type="checkbox"/> obesity (1) - increase risk of diabetes, heart problems or any other appropriate increased risk (1) or can lead to poor body image and lack of self-esteem (1) or statement about social consequences (1) <p>Credit any other appropriate response</p>	4			4

Question	Mark Scheme	AO1	AO2	AO3	Total
4 (a)	<p>Identify two examples of gamesmanship in sport and explain why gamesmanship could be related to the amount of money involved in professional sport.</p> <p>Award: Maximum of 2 marks for identifying appropriate examples of gamesmanship.</p> <p>3-5 marks for linking gamesmanship to increased money in professional sport.</p> <p>Examples</p> <ul style="list-style-type: none"> <input type="checkbox"/> diving/simulation (1) <input type="checkbox"/> taking performance enhancing drugs (1) <input type="checkbox"/> arguing with the referee (1) <p>Award up to 2 marks for any relevant examples</p> <p>Explanation</p> <ul style="list-style-type: none"> <input type="checkbox"/> money - prize money, salaries increased (1) <input type="checkbox"/> Commercialisation - increased pressure to succeed (1) <input type="checkbox"/> increased pressure increases temptation to use gamesmanship to succeed (1) <input type="checkbox"/> consequences of losing become greater (1) <input type="checkbox"/> huge salaries mean sportsmen and women can become distanced from main society and values change so that cheating becomes acceptable (1) <p>Credit any other appropriate response</p>	2	3		5
(b) (i)	<p>Describe the impact of two technological developments that have been introduced to support officials in sport.</p> <p>Award: 2 x 2 marks for a clear description of the two developments together with how each has helped to support officials.</p> <p>Maximum of 2 marks for describing each technological development.</p> <p>Description</p> <ul style="list-style-type: none"> <input type="checkbox"/> goal line technology (1) – reliable and valid decisions (1) <input type="checkbox"/> TMO (1) – remove the personality and passion out of situation – fairness (1) <input type="checkbox"/> DRS – cricket (1) - has confirmed that umpires are correct most of the time and has therefore increased respect (1) <input type="checkbox"/> Hawkeye – tennis (1) - increases objectivity of line calls (1) <p>Award marks for any relevant examples</p> <p>Credit any other appropriate response</p>	4			4

Question	Mark Scheme	AO1	AO2	AO3	Total
(ii)	<p>Explain using examples how technology has helped to improve performance in sport.</p> <p>Award: 3 marks for identifying the technology and its links to developing performance. No marks for merely listing technological developments.</p> <p>Explanation</p> <ul style="list-style-type: none"> <input type="checkbox"/> equipment e.g. therefore hitting the ball further in cricket (1) <input type="checkbox"/> clothing e.g. GPS trackers to measure how far you run in netball training (1) <input type="checkbox"/> analysis equipment – post/pre match to enable comparison with previous performance (4) <input type="checkbox"/> technical equipment for consistency of officiating <input type="checkbox"/> training facilities - including 4G turf or any relevant example (1) <p>Credit any other appropriate response</p>		3		3
(c)	<p>Describe actions taken by governing bodies to help remove racism from sport.</p> <p>Award: 4 x 1 marks for actions of governing bodies, or 2 x 2 marks for detailed description.</p> <p>Description</p> <ul style="list-style-type: none"> <input type="checkbox"/> Campaigns – including kick racism out of football b FA (1) <input type="checkbox"/> Raise awareness (1), promoting zero tolerance (1) <input type="checkbox"/> Fines/Bans punishments to discourage racism (1) <input type="checkbox"/> Positive role models positive and engaging and likely to appeal (1) <input type="checkbox"/> Rooney Rule – shortlisting minority groups for managerial jobs (1) <p>Credit any other appropriate response</p>	4			4

Question	Mark Scheme	AO	AO2	AO3	Total
(d)	<p>Analyse how the physiological adaptations of the body from sustained and regular exercise could improve sporting performance.</p> <p>This is an evaluation question. Credit should only be given to evaluative responses.</p> <p>Indicative Content Identification of adaptation and its relationship with the type of exercise and improvement in performance</p> <p>Adaptations Evaluation of Cardio vascular/ respiratory adaptations: capillarisation, blood pressure, heart rate, cardiac output, stroke volume, minute ventilation, and their effect on sporting performance</p> <p>Energy systems, type of exercise and their effects on performance Evaluation of Muscular-skeletal adaptations: Muscular – elasticity of muscles, hypertrophy/ atrophy Skeletal – joints become mobilised, density of bones increases, type of exercise and their effect on sporting performance</p> <p>Improvement in performance Improvement should be linked to the adaptations e.g. increased elasticity can help increase length of stride and therefore increase speed e.g. improved energy systems therefore run faster, keep up with play, don't fatigue, stay focused, recover quicker</p> <p>Credit any other appropriate response which relates to long term adaptations rather than short term responses to exercise</p>			6	6

Band	AO3
3	<p>5-6 marks</p> <p>Excellent, well-reasoned analysis of aerobic and anaerobic adaptations</p> <p>Explicit links between the type of exercise, adaptation and improvement in performance</p> <p>A minimum of two adaptations are analysed</p> <p>The answer is balanced and detailed and focuses on the key content</p> <p>The response is clearly expressed and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling</p>
2	<p>3-4 marks</p> <p>Good analysis of aerobic and/or anaerobic adaptations</p> <p>Clear links between the adaptation and exercise and/or improvement in performance</p> <p>A minimum of two adaptations are analysed</p> <p>The answer has detail and focuses on aspects of key content</p> <p>The response is adequately expressed and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling</p>
1	<p>1-2 marks</p> <p>Limited analysis of adaptations and few links to improvements on performance are made</p> <p>At least one adaptation is analysed with no reference to the type of activity or to improvement in performance</p> <p>The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling</p>
0	<p>0 marks</p> <p>No analysis Not attempted</p>

Question	Mark scheme	AO1	AO2	AO3	Total
5. (a) (i)	<p>Explain why there has been an increase in the number of overweight children during this period.</p> <p>Award: 2 x 2 marks for an explanation of two relevant points.</p> <p>Explanation</p> <ul style="list-style-type: none"> <input type="checkbox"/> reduction of PE/sport in schools (1) <input type="checkbox"/> inactivity – not allowed out to play which has short term and long term consequences (1) <input type="checkbox"/> gaming/Internet activity encouraged children to remain indoors (1) <input type="checkbox"/> fast food - availability and low cost (1) poor nutritional content (1) <input type="checkbox"/> societal - parents working longer hours (1) <p>Credit any other appropriate response</p>		3		3
(ii)	<p>Identify two measures the government could take to reduce obesity and explain their potential impacts.</p> <p>Award 2 marks for identifying 2 appropriate measures.</p> <p>Award up to 2 marks for explaining their potential impact on reducing obesity.</p> <p>Measures and explanation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> more PE time (1) more activity would help reduce body fat (1) <input type="checkbox"/> increased funding for schools facilities (1) to encourage participation in physical activity (1) healthy schools initiatives (1) to encourage better dietary habits (1) <p>Credit any other appropriate response</p>	2	2		4
(iii)	<p>Describe two positive motivational strategies a parent could use to help their children lose weight.</p> <p>Award: 2 x 2 marks for descriptions of 2 appropriate motivational strategies.</p> <p>Description:</p> <p>Intrinsic motivational strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop self-confidence (1) through praise and reinforcement (1) <input type="checkbox"/> set family goals (1) parents support and participate in the strategy (1) <p>Extrinsic motivational strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> external reward (1) trophy, money, gift (1) <p>Credit any other appropriate response</p>	4			4

Question	Mark scheme	AO1	AO2	AO3	Total
5 (b)	<p>Evaluate why these changes occurred during the 12 week training programme.</p> <p>Maximum of 4 marks should be awarded for knowledge of relevant subject content (AO1)</p> <p>Indicative content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge and understanding MSFT (AO1) <input type="checkbox"/> Knowledge and understanding of principle of training (AO1) <input type="checkbox"/> Knowledge and understanding of methods of training (AO1) and training zones (AO1). <input type="checkbox"/> Evaluation of data (AO3) <input type="checkbox"/> Principles of training: application and evaluation of specificity, overload, frequency, intensity and duration <input type="checkbox"/> Method of training - evaluation of appropriate training methods (AO3) <input type="checkbox"/> Diet/nutrition - evaluation of their effects on reduction in body fat (AO3) <input type="checkbox"/> Adherence and motivation - evaluation of psychological contribution to changes (AO3) <input type="checkbox"/> Physiological change: <input type="checkbox"/> Systemic and circulatory systems, long term adaptations - evaluation of long-term adaptations (AO3) <p>Credit any other appropriate response</p>	4		6	10

Band	AO1	AO3
	4 marks	6 marks
3	4 marks Excellent knowledge of key content.	4-6 marks Excellent evaluation of all the data and valid conclusions are drawn about the success of the programme At least 2 aspects of key content are evaluated in detail The answer is balanced and detailed The response is clearly expressed and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling
2	2-3 marks Good knowledge of key content relevant.	3-4 marks Good evaluation of the data with mainly valid conclusions drawn about the success of the programme At least 2 aspects of key content are evaluated The answer is balanced 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 mark Limited knowledge of key content.	1-2 marks Limited evaluation with a tendency to describe the results Few or no conclusions are drawn At least 1 aspect of key content is superficially evaluated The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling
0	Not attempted. No knowledge shown.	0 marks Not attempted No evaluation

Component 1 assessment objectives mark allocation

	Q1	Q2	Q3	Q4	Q5	TOTAL	OVERALL WEIGHTING
AO1	7	11	12	10	10	50	25%
AO2	9	12	8	6	5	40	20%
AO3	4	6	8	6	6	30	15%
Total	20	29	28	22	21	120	60%