GCE AS

eduqas
Part of WJEC

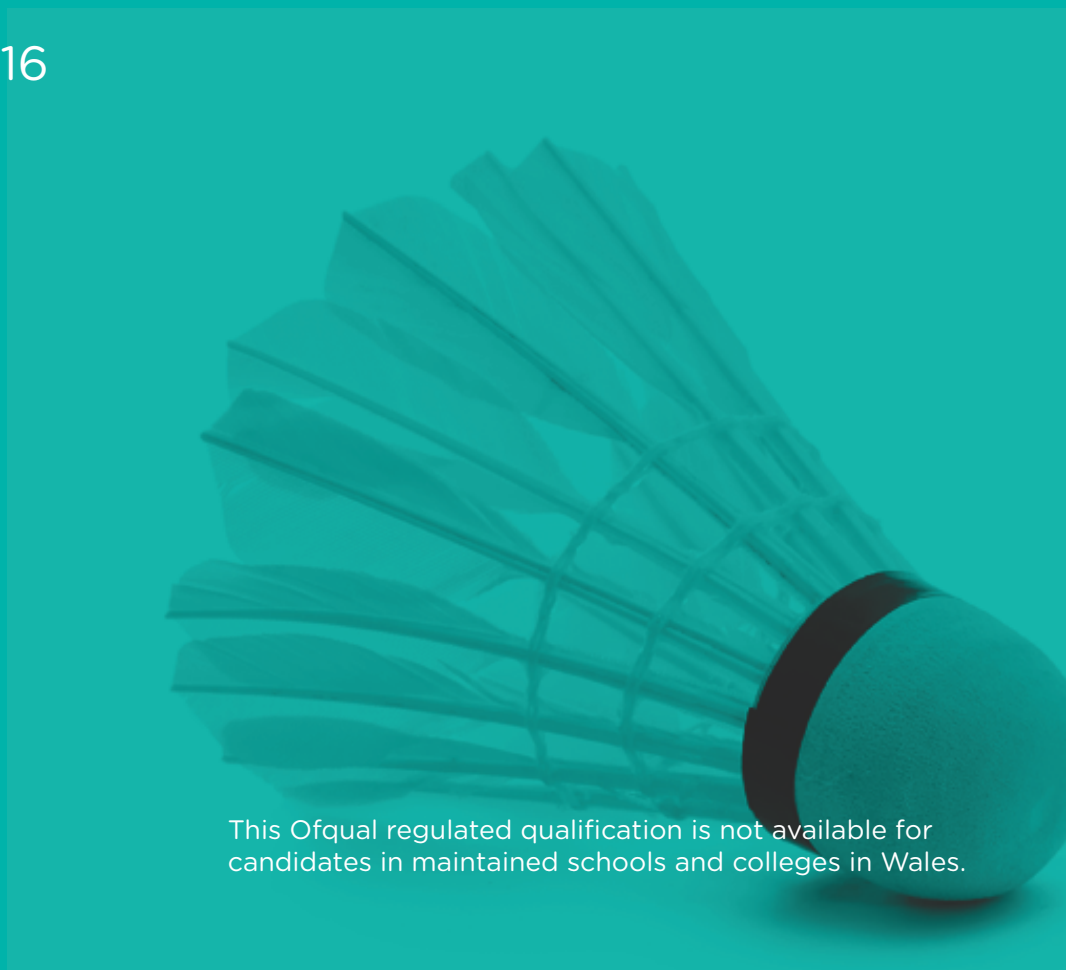
WJEC Eduqas GCE AS in

PHYSICAL EDUCATION

ACCREDITED BY OFQUAL

SAMPLE ASSESSMENT MATERIALS

Teaching from 2016



wjec
cbac

This Ofqual regulated qualification is not available for candidates in maintained schools and colleges in Wales.

For teaching from 2016
For award from 2017

GCE AS
PHYSICAL EDUCATION

SAMPLE ASSESSMENT MATERIALS

© WJEC CBAC Ltd.

Contents

Question Papers and Mark Schemes **Page**

COMPONENT 1: Exploring Physical Education

Question paper 5

Mark scheme 19

© WJEC CBAC Ltd.

Candidate Name	Centre Number					Candidate Number				

AS PHYSICAL EDUCATION

COMPONENT 1

EXPLORING PHYSICAL EDUCATION

SAMPLE ASSESSMENT MATERIALS

1 hour 45 minutes

INSTRUCTIONS TO CANDIDATES

Answer ALL questions.

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.

INFORMATION FOR CANDIDATES

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

Mark allocations are shown in brackets.

Question	Maximum mark	Marks awarded
1a	1	
1b	2	
1c	3	
1d	4	
2a	1	
2b	6	
2c	3	
3a	1	
3b	6	
3c	5	
4a	4	
4b	6	
5	14	
6	14	
Total	70	

© WJEC CBAC Ltd.

Answer **all** questions

1. The image below shows an athlete completing the Maximal Oxygen Uptake ($VO_{2\ max}$) test. This test is widely regarded as the best single measure of an athlete's cardiovascular endurance and maximal aerobic power.



(a) Which of the following is **not** an indication that the athlete has reached their $VO_{2\ max}$ in the above test? Tick **one** box only. [1]

A: Respiratory exchange rate (RER) value of 0.95 ☐

B: Borg Rate of Perceived Exertion (RPE) of 20 ☐

C: Blood lactate concentration in excess of 8mmol per litre ☐

D: Heart rate of +/- 10bpm of age-related maximum ☐

E: A plateau in oxygen uptake/exercise intensity relationship ☐

(b) Outline **two** reasons why athletes engage in fitness testing. [2]

……

……

……

……

……

……

……

……

© WJEC CBAC Ltd.

During exercise, there are a number of immediate changes that take place within our body systems to help meet the demands being placed upon it.

(c) Define vascular shunting and explain how this mechanism aids performance. [3]

……

……

……

……

……

……

……

……

……

……

(d) Explain **two** long term physical adaptations to continuous training and their potential effects on sporting performance. [4]

……

……

……

……

……

……

……

……

……

……

……

……

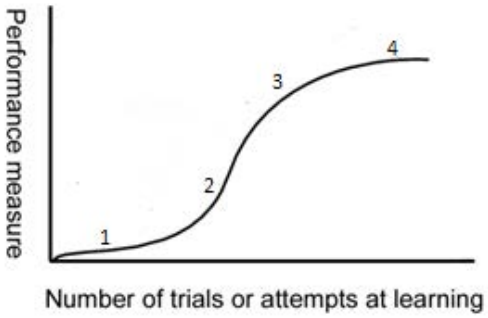
……

……

Total 10

© WJEC CBAC Ltd.

2. The diagram below shows the S-shaped curve of performance for a gross motor skill.



(a) The part of the curve of performance labelled **3** is called: Tick **one** box only. [1]

A: Plateau ☐

B: Linear ☐

C: Positive acceleration ☐

D: Negative acceleration ☐

E: Associative ☐

(b) Identify **two** possible causes of a plateau and explain ways in which a coach can help a performer to combat the performance plateau effect. [6]

……

……

……

……

……

……

……

……

……

……

© WJEC CBAC Ltd.

……

……

……

……

……

……

(c) Explain, what is meant by the term *bilateral transfer* and explain how it can be used to enhance sporting performance. [3]

……

……

……

……

……

……

……

……

……

……

……

……

……

……

……

……

……

Total 10

© WJEC CBAC Ltd.

3. Basketball is an explosive sport that requires speed, agility and power. The image shows an athlete performing a jump shot in basketball.



(a) In the image, the player is exerting a force of 4.8 Newtons on a ball that weights 0.6 kilograms. The acceleration of the ball on release is: Tick **one** box only. [1]

A: $24m/s^2$ ☐

B: $8m/s^2$ ☐

C: $0.8m/s^2$ ☐

D: $80m/s^2$ ☐

E: $4m/s^2$ ☐

(b) Analyse fully the movement occurring at the elbow and ankle joints while performing the jump shot as demonstrated in the image above. [6]

……

……

……

……

……

……

……

……

© WJEC CBAC Ltd.

……

……

……

……

……

……

(c) Performance analysis support, such as that provided by the English Institute of Sport, is becoming an integral part of an elite athlete's preparation for competition.

Explain, using specific examples, the different performance analysis tools that might be used to analyse the technical aspect of performance in a sport of your choice. [5]

……

……

……

……

……

……

……

……

……

……

……

……

……

……

……

……

……

……

Total 12

© WJEC CBAC Ltd.

4. (a) The late 19th century saw the development of many modern sports.

What is meant by the term *broken time payments?* Explain the impacts such payments had on the development of rugby. [4]

© WJEC CBAC Ltd.

(b) Evaluate the concepts of *opportunity*, *provision* and *esteem* with particular reference to gender issues in sport. [6]

……

……

……

5. The data in the table from a recent survey shows the percentage of people who reported on the quality of their health and frequency of participation in physical activity, by age.

Age	Percentage reporting **excellent** diet, health and **frequent** participation in physical activity	Percentage reporting **poor** diet, health and **infrequent** participation in physical activity
16-24	31	1
25-34	22	2
35-44	18	3
45-54	14	7
55-64	10	9
65-74	6	10
75+	4	14

With reference to the data in the table, assess the links between diet, health, motivation and participation in physical activity as people age. [14]

……

……

……

……

……

……

……

……

……

……

……

……

……

……

……

……

……

……

……

……

© WJEC CBAC Ltd.

……

……

……

6. In order to excel at the highest levels in modern sport, athletes rely on extensive psychological and physiological support alongside technical guidance from highly qualified coaches.

Assess, using examples from a sport of your choice, how athletes plan and structure their training cycles in order to maximise success in global competitions such as the Olympics or World Championships. [14]

© WJEC CBAC Ltd.

Total 14

© WJEC CBAC Ltd.

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.

© WJEC CBAC Ltd.

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.

© WJEC CBAC Ltd.

Question	Mark Scheme	AO1	AO2	AO3	Total
1 (a)	**Which of the following is not an indication that the athlete has reached their $VO_{2\ max}$ in the above test?** *Award 1 mark for:* A: Respiratory exchange rate (RER) value of 0.95 This mark is allocated for quantitative skill	1			1
(b)	**Outline two reasons why athletes engage in fitness testing.** *Award 1 mark for each valid reason outlined (max 2).* **Reasons** • Highlight strengths and weaknesses and identify areas to improve with performance (1) • Benchmark/baseline performance in order to (a) set targets and (b) judge the effectiveness of training programmes (1) • As a motivational tool (1) • To assess levels of fitness following injury/period of rehabilitation (1) • Talent identification (1) • Compare with others (use of normative tables) (1) • Accept any relevant reason	2			2
(c)	**Define vascular shunting and explain how this mechanism aids performance.** *Award maximum of 1 mark for knowledge of vascular shunting.* *Award up to 2 additional mark for a clear application to its role in aiding performance.* **Definition** • Vascular shunting involves the redistribution of blood to working muscles via: vasodilatation of arterioles and opening of pre-capillary sphincters to increase blood flow to working/active skeletal muscles (1) *or* vasoconstriction of arterioles and closing of pre-capillary sphincters to inactive organs such as the stomach (1) **Explanation** • Aids performance by increase blood flow to working muscle (1) → more O2 → facilitates energy production and the performer can maintain skill levels for longer (1)	1	2		3

© WJEC CBAC Ltd.

Question	Mark Scheme	AO1	AO2	AO3	Total
(d)	**Explain two long term physical adaptation to continuous training and their potential effects on sporting performance.** *Award up to 2x2 marks for application of the adaptation to the effects on performance. The effect on performance must be linked to the correct adaptation.* *No marks for stating adaptations without application to potential effects on sporting performance* **Explanation** Adaptations to cardiovascular system: • Cardiac hypertrophy – larger ventricular wall. (1) • Bradycardia – decreased resting heart rate. (1) • Increased stroke volume / increased ejection fraction (1) • Increased total volume of blood (due to increase in blood plasma) → decreased blood viscosity (1) • Increase in red blood cells (erythrocytes) (1) • Improved vasomotor control (1) Adaptations to respiratory system: • Increase in tidal volume when carrying out high intensity exercise. (1) • Increase in RBCs leads to increase in haemoglobin and increased oxygen carrying capacity. (1) • Greater capillarisation around alveoli leading to increased/more efficient gaseous exchange (1) • Increased myoglobin and mitochondrial density within muscle cells. (1) • Improved a-vO_2 diff at muscles. (1) Effects on performance: Physiological adaptations will then linked improvements in performance such as by improving oxygen uptake and transport of oxygen to cells leading to an improved VO2 max. (1) Other examples include increased maximal cardiac output, faster recovery time and quicker removal of lactic acid. (1) The effect on performance will depend on the adaptations stated. Any reasonable adaptation and effect on performance. (1)		4		4

© WJEC CBAC Ltd.

Question	Mark Scheme	AO1	AO2	A03	Total
2 (a)	**The part of the curve of performance labelled 3 is called:** *Award one mark for:* D: Negative acceleration This mark is allocated for quantitative skill	1			1
(b)	**Identify two possible causes of a plateau and explain ways in which a coach can help a performer to combat the performance plateau effect.** *Award up to 2 marks for identification of two possible causes of plateau.* *Up to 4 marks for explanations of how a coach can overcome plateau.* **Possible causes of plateau:** • Lack of motivation of performer (not succeeding/too extrinsically motivated) (1) • Practices have become repetitive and boring (1) • Physical/mental fatigue (1) • Goal setting problems - performer has already achieved goals / feels goals are unachievable/lack of rewards (1) • Poor coaching (1) • Injury inhibiting progress (1) • Reached limit of ability/potential (1) **How to combat plateau:** All mechanisms for overcoming plateau will involve *either* increasing motivational levels *or* improving levels of confidence *or* increasing fitness levels *or* refining understanding of skill. • High quality coaching – use of persuasion and different forms of practice, feedback, reinforcement and guidance (1) • Allow regular rest intervals with possibility for mental rehearsal (1) • Forms of rewards – praise from significant other (1) • Increase levels of enjoyment (1) • Selective attention improved: concentrating on relevant cues (1) • Improved fitness levels to reduce the impact of fatigue • Slow the rate of learning (1) • Make performer aware of the plateau effect (1)	2	4		6

© WJEC CBAC Ltd.

<table>
<tr><th>Question</th><th>Mark Scheme</th><th>AO1</th><th>AO2</th><th>AO3</th><th>Total</th></tr>
<tr><td>(c)</td><td>Explain, what is meant by the term bilateral transfer and explain how it can be used to enhance sporting performance.

Award maximum of 1 mark for knowledge of bilateral transfer with example. No mark awarded if there is no example.
Award up to 2 marks for application to improving performance.

Explanation

• Bilateral transfer involves the transfer of learning between limbs e.g. right foot kicking to left foot kicking (1)
• Practising skills with one limb helps to create a generalised motor programme which can then be used for opposite limb (1)
Explanation of how this will enhance performance e.g. makes the performer less predictable, such as being able to pass with both feet in football (1)
Any appropriate examples (1)</td><td>1</td><td>2</td><td></td><td>3</td></tr>
<tr><td>3 (a)</td><td>In the image above, the player is exerting a force of 4.8 Newtons on a ball that weights 0.6 kilograms. The acceleration of the ball on release is:

Award 1 mark for:

B: 8m/s^2

This mark is allocated for quantitative skill</td><td>1</td><td></td><td></td><td>1</td></tr>
<tr><td>(b)</td><td>Analyse fully the movement occurring at the elbow and ankle joints while performing the jump shot as demonstrated in the image above.

Award up to 3 marks for analysis of movement at the elbow.
Award up to 3 marks for analysis of movement at the ankle.

Analysis

The analysis should include the type of joint, the type of movement and the muscle action at each joint.

<table><tr><td></td><td>Joint type</td><td>Action</td><td>Agonist</td></tr><tr><td>Elbow</td><td>Hinge</td><td>flexion</td><td>biceps brachii</td></tr><tr><td>Ankle</td><td>Hinge</td><td>plantar flexion</td><td>gastrocnemiu/ soleus</td></tr></table></td><td></td><td></td><td>6</td><td>6</td></tr>
</table>

© WJEC CBAC Ltd.

Question	Mark Scheme	AO1	AO2	AO3	Total
(c)	**Explain, using specific examples, the different performance analysis tools that might be used to analyse the technical aspects of performance in a sport of your choice.** *Award 1 mark knowledge of technical aspects* *Award up to 2 marks for explanation of performance analysis tools with links to a sport* *Award up to further 2 marks for connections between the performance analysis tools and links to technical aspects of performance*. **Explanation** • **Technical aspects of performance are**: efficiency of movement and its aesthetic qualities (1) • a thorough understanding of the technical demands of the sport is essential to the coach and performer • Biomechanics: Biomechanical analysis of technique is integral to the work of coaches in most sports (1). It can determine how coaches devise and manipulate practice sessions and what feedback they give to performers (1). In order to carry out a technique analysis the coach needs to know what good technique looks like and an understanding of the biomechanical principles involved in its execution (1). Study of the body motions in terms of force, time, distance (1). • Video analysis: provides objective information and can enhance performance analysis (1). Permanent, immediate, technological aids (freezing, slow motion) (1). Use of performance analysis software such as Dartfish (1). Performance, analysis tools should have direct links to technical aspects of performance.	1	4		5

© WJEC CBAC Ltd.

Question	Mark Scheme	AO1	AO2	AO3	Total
4 (a)	**What is meant by the term *broken time payments?* Explain the impacts such payments had on the development of rugby.** **Award maximum of 2 marks for knowledge of broken time payments.** • Broken time payments were financial payments made to 'amateurs' (1) • To compensate them for the time they had to take off from work in order to compete. (1) **Award maximum of 2 marks for explanation.** • In 1893, many of the northern clubs asked the RFU to 'allow compensation for bona fide loss of time'. The RFU were against this idea of broken time as it went, in their view, against the true spirit of the game. (1) • In 1895, the RFU passed a number of anti-professionalism regulations which led to a breakaway organisation being formed by the northern clubs known as the Northern Union. (1) • In rugby, a clear North/South divide emerged. To some extent, this was also a class division between the working-class roots of rugby in the North and the more affluent South. (1) • Over time, the northern clubs began to become more professional in outlook → foundations of Rugby League (1922 – 13-a-side). Southern clubs remained amateur → Rugby Union (professionalised in 1995). (1)	2	2		4

© WJEC CBAC Ltd.

Question	Mark Scheme	AO1	AO2	AO3	Total
b	**Evaluate the concepts of *opportunity, provision* and *esteem* with particular reference to gender issues in sport.** **Indicative content** With any disadvantaged minority, there are three main constraints to their access to participation: • **opportunity (**to participate fully in all sports, excel at them, develop careers in them) • **provision** (of equal facilities, financial aid, coaching and representative opportunities) *and* • **esteem** (seen through an acceptance of equal opportunity/status, comparable media coverage/recognition and financial reward). Gender-specific issues **Opportunity** • Looking after family • Certain religious restrictions • Female coaches, manager, administrators career opportunities (glass ceiling effect) but opportunities increasing? • Choice of activities **Provision** • Crèche facilities • Females on governing bodies -influence on decision making? • Female coaches • Pay and prize money **Esteem** • Self-image • Role models • Media coverage - sensationalise 'looks' rather than ability – perpetuating traditional gender role ideology? • Sponsorship – equal with males? • Myths/stereotyping	2		4	6

© WJEC CBAC Ltd.

Band	AO1	AO3
	2 marks	**4 marks**
3	**2 marks are awarded as in band 2**	**4 marks** Excellent well-reasoned evaluation of opportunity, provision, and esteem and links to gender issues in sport Detailed evaluation considers positive and negative aspects of these concepts as applied to gender issues in sport and consider the relevance in modern sport and society Detailed, balanced and well-reasoned conclusions are drawn
2	**2 marks** Good knowledge of the terms opportunity, provision and esteem Knowledge of all three terms is evident	**2-3 marks** Good evaluation of opportunity, provision and esteem and links to gender issues in sport. Good evaluation of these concepts as applied to gender issues in sport the relevance to modern sport is briefly considered Well-reasoned conclusions are drawn though arguments tends to be one sided
1	**1 mark** Little knowledge of the terms opportunity, provision and esteem Knowledge of one or two terms is evident.	**1 mark** Little evaluation of terms opportunity, provision and esteem to gender issues in sport Evaluation of only one or two terms may be evident Evaluation considers mainly negative aspects of these concepts as applied to gender issues in sport with no consideration of the relevance to modern sport and society Conclusions tends to be one sided and superficial
0	**0 mark** No knowledge of the terms opportunity, provision and esteem	**0 marks** No evaluation of terms opportunity, provision and esteem to gender issues in sport

© WJEC CBAC Ltd.

Question	Mark scheme	A01	AO2	A03	Total
5	**With reference to the data in the table, assess the links between diet, health, motivation and participation in physical activity as people age.** **Indicative content** Diet • Importance of a balanced diet for a healthy lifestyle • Constituents of a balanced diet –fats, proteins, carbohydrates • Functions of fats, proteins, carbohydrates • Role of hydration Diet and health • Poor diet can lead to poor health • Poor diet increases risk of obesity which can lead to mobility issues • Obesity increases risk of damage to heart and associated health problems • Risks increase with age and therefore the importance of a healthy diet become more important Diet and participation in physical activity • Poor diet can lead to increased energy expenditure • Poor diet can lead to lethargy • Poor diet can lead to increased heart rate and tendency to reach anaerobic threshold faster • Exercise becomes harder to sustain at any significant intensity • Can lead to reduction in exercise as people age which can lead to increased health problems • Can be a barrier to participation – negative self-esteem Diet and motivation • Motives for involvement in exercise vary for different individuals • Can be intrinsic and/or extrinsic motivation • Achievement motivation – Nach or Naf • Link motivation to goal setting - understand the importance of goal setting for exercise adherence • Poor diet can lead to loss of intrinsic motivation, being motivated to avoid failure (Naf) and failing to achieve goals • Less likely to adhere to exercise programmes • Can lead to reduction in exercise as people age which can lead to increased health problems • Links to the development of positive/negative attitudes towards physical activity Credit should be given to any additional relevant points Credit should be given to answers that address the question from a positive or negative perspective. Up to 2 marks are awarded for the use of quantitative skills through candidate's references to data in the table.	4	2	8	14

© WJEC CBAC Ltd.

Band	AO1	AO2	AO3
	4 marks	**2 marks**	**8 marks**
4	**4 marks are awarded as in Band 3**	**2 marks are awarded as in Band 2**	**7-8 marks** Excellent assessment of the importance of diet to health, motivation and the capacity to exercise The assessment incorporates an excellent discussion of the potential health issues associated with poor diet (or the increased importance of a good diet) as people age Physical and motivational issues associated with diet are discussed in detail either positively or negatively Excellent synoptic links between content evident Reasoned judgements are made of the importance of diet to health, motivation and the capacity to exercise as people age with clear and appropriate reference to the data
3	**4 marks** Good knowledge of how diet could affect health, motivation and the capacity to exercise	**2 marks are awarded as in Band 2**	**5-6 marks** Good assessment of the importance of diet to health, motivation and the capacity to exercise The assessment incorporates a good discussion of the potential health issues associated with poor diet (or the increased importance of a good diet) as people age Physical and motivational issues associated with diet are discussed either positively or negatively Synoptic links between content evident Judgements are made of the importance of diet to health, motivation and the capacity to exercise as people age with reference to the data

© WJEC CBAC Ltd.

Band	AO1	AO2	AO3
	4 marks	**2 marks**	**8 marks**
2	**2-3 marks** Limited knowledge of how diet could affect either health, motivation or the capacity to exercise	**2 marks** Good application of diet to affects on health, motivation and the capacity to exercise as people age.	**3-4 marks** Limited assessment of the importance of diet to health, motivation and the capacity to exercise The assessment incorporates some limited discussion of the potential health issues associated with poor diet (or the increased importance of a good diet) as people age Physical and motivational issues associated with diet are assessed in limited detail either positively or negatively Some synoptic links between content evident Superficial judgements are made of the importance of diet to health, motivation and the capacity to exercise as people age with limited reference to the data
1	**1 mark** Lack of knowledge of how diet could effect ether health, motivation or the capacity to exercise	**1 mark** Little application of diet to effect on health, motivation and the capacity to exercise as people age	**1-2 marks** Little assessment of the importance of diet to health, motivation and the capacity to exercise The assessment lacks discussion of the potential health issues associated with poor diet (or increased importance of a good diet) as people age Little assessment of physical and motivational issues associated with diet Lack of synoptic links evident Few and superficial judgements are made on importance of diet to health, motivation and capacity to exercise as people age Lack of reference to data
0	**0 marks** No knowledge of how diet could affect health, motivation and the capacity to exercise as people age	**0 marks** No application of diet to effects on health, motivation and the capacity to exercise as people age	**0 marks** No assessment of diet and its effects on health, motivation and the capacity to exercise as people age

© WJEC CBAC Ltd.

Question	Mark Scheme	AO1	AO2	AO3	Total
6	**Assess, using examples from a sport of your choice, how athletes plan and structure their training in order to maximise success in global competitions such as the Olympics or World Championships.** **Indicative content** • Target setting (SMART) and monitoring of progress toward targets (e.g. use of training diaries/logs). • Periodisation: macro, meso and microcycles – linked with major competition dates and when they occur. • Selection of appropriate methods of training linked with energy systems profile of sport and components of fitness. • Application of principles of training – specificity, progressive overload, variance, reversibility, moderation, individual needs, recovery and application of FITT principles. • Risk assessment and injury prevention. Importance of warm-ups and cool downs. Issue of overtraining. • Knowledge of training thresholds and zones – use of heart rate monitors and Borg's RPE scale. • Monitoring and evaluating effectiveness of training programmes: use of performance profiling, fitness testing (laboratory and field) and other forms of performance analysis. • importance of nutrition (glycaemic index, carbohydrate loading and supplementation). Pre, during and post training. • Importance of hydration (use of isotonic drinks) • Use of technological aids to performance/sport science support • Recovery methods – use of ice baths, compression clothing, massage and other methods. • Acclimatisation. • Psychological factors – motivation/arousal/coping with anxiety and stress management/attribution theory/attitudes to training/group dynamics and leadership (relationship with coaches) • Possible links with Long Term Athlete Development (LTAD). • **use of appropriate guidance and feedback by coach**	4	4	6	14

© WJEC CBAC Ltd.

Band	AO1	AO2	AO3
	4 marks	**4 marks**	**8 marks**
4	**4 marks** Excellent knowledge of different theoretical principles underpinning the planning and structuring of training	**4 marks** Excellent application of theory to practical examples from global competitions Outstanding use of technical language evident	**7-8 marks** Excellent assessment of training cycles Content covered and developed in detail Clear synoptic links are established across areas and relevant, up-to-date examples are used to amplify and develop points Excellent assessment of the factors required for success in global competitions is evident.
3	**3 marks** Good knowledge of different theoretical principles underpinning the planning and structuring of training	**3 marks** Good application of theory to practical examples from global competitions Good use of technical language evident	**5-6 marks** Good assessment of training cycles Content covered with some detail Examples are used to illustrate points but are not always developed. Synoptic links are evident Good assessment of the factors required to success in global competitions is evident but synoptic links are not fully explored
2	**1-2 marks** Limited knowledge of different theoretical principles underpinning the planning and structuring of training	**1-2 marks** Limited application of theory to practical examples from global competitions Limited use of technical language evident	**3-4 marks** Limited assessment of training cycles Narrow range of areas covered with little development of points Few examples and these are mainly drawn from one or two areas. Limited synoptic links evident Some evaluation of the factors required for success in global competitions is evident Limited reference to maximising performance in global games

© WJEC CBAC Ltd.

1	**1 mark** Little knowledge of different theoretical principles underpinning the planning and structuring of training	**1 mark** Little application of theory to practical examples from global competitions Lack of use of technical language	**1-2 marks** Lack of assessment of training cycles Little development of areas covered Lack of examples with few synoptic links evident Little explanation of factors required for success in global competitions is evident Lack of reference to maximising performance in global games
0	**0 marks** Response not worthy of credit No relevant points relating to the planning and structuring of training programmes	**0 marks** No application of theory to practical examples from global competitions	**0 marks** Response not worthy of credit No assessment of planning and structuring training programmes

© WJEC CBAC Ltd.

Component 2: Assessment objectives mark allocations

	Q1	Q2	Q3	Q4	Q5	Q6	Total
AO1	4*	4*	2*	4*	4**	4	22
AO2	6	6	4	2	2	4	24
AO3	0	0	6	4	8	6	24
Total	10	10	12	10	14	14	70

***Includes 3 marks for quantitative skills in questions 1a, 2a and 3.**

**** Includes 2 marks for quantitative skills in question 5a**

© WJEC CBAC Ltd.