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# **GCSE MARKING SCHEME**

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**SUMMER 2022**

**PHYSICAL EDUCATION - UNIT 1  
(FULL COURSE)  
3550U10-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 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.

**GCSE PHYSICAL EDUCATION - UNIT 1**

**SUMMER 2022 MARK SCHEME**

<b>Question</b>	<b>Mark Scheme</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>								
1. (a)	<p>Analyse clip1 to provide an example of commercialisation in sport, technology and reaction time. (AO3 3 marks)</p> <table border="1"> <thead> <tr> <th></th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Commercialisation in sport</td> <td>Advertising/Branding/sponsorship</td> </tr> <tr> <td>Technology</td> <td>HR monitors/ Tracking/Coverage/ Digital screen</td> </tr> <tr> <td>Reaction time</td> <td>Starting pistol Reacting to finish</td> </tr> </tbody> </table>		Example	Commercialisation in sport	Advertising/Branding/sponsorship	Technology	HR monitors/ Tracking/Coverage/ Digital screen	Reaction time	Starting pistol Reacting to finish			3	3
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Commercialisation in sport	Advertising/Branding/sponsorship												
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Reaction time	Starting pistol Reacting to finish												
(b)	<p>Explain the importance of hydrating during a long-distance race like the half marathon. (AO2 4 marks)</p> <p>2x 2 marks 1 mark for a list</p> <ul style="list-style-type: none"> <li>• <b>Maintains plasma levels therefore:</b></li> <li>• Regulates body temp</li> <li>• Regulates heart rate</li> <li>• Prevents dehydration</li> <li>• Replaces lost fluids</li> </ul>		4		4								
(c) (i)	<p>Identify 3 possible health screening methods an individual might undertake prior to starting a training programme for a half marathon. (AO1 3 marks)</p> <p>3x1 mark</p> <ul style="list-style-type: none"> <li>• Blood pressure</li> <li>• PARQ</li> <li>• Heart rate</li> <li>• Calorie input/expenditure</li> <li>• Blood and urine</li> </ul>	3			3								

Question	Mark Scheme	AO1	AO2	AO3	Total								
(ii)	<p>Justify why clip 1 (Cardiff half marathon) is an accessible event for all target groups. (AO2 4 marks.)</p> <p>1 mark for examples Max 2 for list plus 2 marks for amplification e.g Access for all, doesn't matter about your ability, for example a fun run for children.</p> <ul style="list-style-type: none"> <li>• cheap</li> <li>• access for all-e.g. wheelchair race</li> <li>• non-competitive (fun run aspect of the race)</li> <li>• plenty of role models/support system- charities</li> <li>• social</li> <li>• elite</li> <li>• TV coverage</li> </ul>		4		4								
(iii)	<p>Crowd encouragement is an important form of motivation to the participants. (AO1 1 mark)</p> <p>Identify this type of motivation.</p> <table border="1"> <tr> <td>Intrinsic</td> <td></td> </tr> <tr> <td>Cognitive</td> <td></td> </tr> <tr> <td>Complex</td> <td></td> </tr> <tr> <td>Extrinsic</td> <td>✓</td> </tr> </table>	Intrinsic		Cognitive		Complex		Extrinsic	✓	1			1
Intrinsic													
Cognitive													
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(d)	<p>Assess where power is demonstrated in the race. (AO3 2 marks)</p> <p>1x2 (one place plus amplification) or 2x1 (2 different places)</p> <ul style="list-style-type: none"> <li>• Reacting to the gun at the start.</li> <li>• Sudden change of pace when sprinting at the end</li> <li>• 'at the start' 'at the end'</li> </ul>			2	2								
(e) (i)	<p>Outline the difference in the Anaerobic threshold of an elite athlete compared with a fun runner. (AO1 1 mark)</p> <ul style="list-style-type: none"> <li>• The threshold for an Elite athlete higher</li> </ul>	1			1								

Question	Mark Scheme	AO1	AO2	AO3	Total
(ii)	<p>Identify 2 ways a marathon runner could overload their training programme to improve their anaerobic threshold. (AO1 2 marks)</p> <p>2x1 mark Appropriate examples to be given within the use of the acronym.) = Intensity</p> <ul style="list-style-type: none"> <li>• Increase in Frequency</li> <li>• Increase in duration</li> <li>• Increase intensity</li> <li>• Reference to frequency, duration or intensity e.g I train harder, and train faster, longer.</li> </ul>	2			2

Question	Mark Scheme	AO1	AO2	AO3	Total
2. (a) (i)	Analyse how many people took part in sport in the last 4 weeks in Wales. (AO3 1 mark)  1.5 million			1	1
(ii)	Analyse what percentage of individuals with disability or long-term illness participate in sports 3 times a week. (AO3 1 mark)  21%			1	1
(b) (i)	Identify an example of a basic skill in the video. (AO1 1 mark)  <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Running</li> <li>• Walking</li> </ul>	1			1
(ii)	As the performers become more skilled, describe what characteristics they would demonstrate whilst performing?  The performers will become: <ul style="list-style-type: none"> <li>• Responsive</li> <li>• Efficient</li> <li>• Effective</li> <li>• Fluent movements</li> <li>• Adaptive</li> <li>• Confidence</li> </ul>	3			3
(c) (i)	Identify an environmental factor that might affect the performance of the climber seen in the video clip. (AO1 1 mark)  <ul style="list-style-type: none"> <li>• Weather</li> <li>• Different holds in rock</li> </ul>	1			1

Question	Mark Scheme	AO1	AO2	AO3	Total
(ii)	<p>Explain the importance of feedback to the climber seen in the video clip. (AO2 2 marks)</p> <p>1 mark – 1 example 2 marks – amplification</p> <p>List:</p> <ul style="list-style-type: none"> <li>• Target setting</li> <li>• Analyse strengths and weaknesses</li> <li>• Positive feedback</li> </ul> <p>Amplification:</p> <ul style="list-style-type: none"> <li>• By giving <u>positive</u> feedback it will ensure adherence and vice versa negative feedback will reduce adherence – Motivation/Demotivation</li> <li>• Target setting</li> <li>• Analyse strengths and weaknesses</li> </ul>		2		2

Question	Mark Scheme	AO1	AO2	AO3	Total										
(d)	<p>Explain why exercise is important in maintaining health and well-being of individuals. (AO2 6 marks)</p> <p>Candidate to name 3 categories of well-being:</p> <p>Max 2 marks per category.</p> <p><b>Physical</b> – improved fitness, better co-ordination, improved posture, weight loss, stronger bones, absence of disease.</p> <p><b>Social</b> – social integration, meet new people, strengthen relationships</p> <p><b>Mental</b> – reduce stress, increased levels of self-confidence, motivation to finish tasks, feel happy.</p> <p>All other valid examples should be credited</p> <p>No marks for duplication of mental and social factors</p> <table border="1" data-bbox="284 936 1038 1843"> <thead> <tr> <th data-bbox="284 936 405 987">Band</th> <th data-bbox="410 936 1038 987">AO2</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 994 405 1312">3</td> <td data-bbox="410 994 1038 1312"> <p style="text-align: center;"><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>• Excellent, well-reasoned explanation why exercise is important in maintaining the health and well-being of individuals</li> <li>• Explicit links between the impact of the physical, social and mental health and wellbeing on the individual</li> <li>• The answer is balanced and detailed and focuses on the key content.</li> </ul> </td> </tr> <tr> <td data-bbox="284 1319 405 1536">2</td> <td data-bbox="410 1319 1038 1536"> <p style="text-align: center;"><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>• Good, well-reasoned explanation why exercise is important in maintaining the health and well-being of individuals</li> <li>• Clear links between the impact of exercise on health and wellbeing on the individual.</li> </ul> </td> </tr> <tr> <td data-bbox="284 1543 405 1760">1</td> <td data-bbox="410 1543 1038 1760"> <p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• Limited explanation why exercise is important in maintaining the health and well-being of individuals</li> <li>• The answer has some limited detail and focuses on some areas of content.</li> </ul> </td> </tr> <tr> <td data-bbox="284 1767 405 1843">0</td> <td data-bbox="410 1767 1038 1843"> <p style="text-align: center;"><b>0 marks</b></p> <p>No analysis.</p> </td> </tr> </tbody> </table>	Band	AO2	3	<p style="text-align: center;"><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>• Excellent, well-reasoned explanation why exercise is important in maintaining the health and well-being of individuals</li> <li>• Explicit links between the impact of the physical, social and mental health and wellbeing on the individual</li> <li>• The answer is balanced and detailed and focuses on the key content.</li> </ul>	2	<p style="text-align: center;"><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>• Good, well-reasoned explanation why exercise is important in maintaining the health and well-being of individuals</li> <li>• Clear links between the impact of exercise on health and wellbeing on the individual.</li> </ul>	1	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• Limited explanation why exercise is important in maintaining the health and well-being of individuals</li> <li>• The answer has some limited detail and focuses on some areas of content.</li> </ul>	0	<p style="text-align: center;"><b>0 marks</b></p> <p>No analysis.</p>		6		6
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Question	Mark Scheme	AO1	AO2	AO3	Total
(e)	<p>Explain 2 long-term effects of exercise on health. (AO2 4 marks)</p> <p>Max 2 marks for two adaptations Up to 2 marks on the effect on health</p> <p>Marks must be rewarded regardless of what box they appear in.</p> <p><b>Adaptations</b></p> <ul style="list-style-type: none"> <li>• <b>Cardiovascular system</b>-Cardiac hypertrophy; increased stroke volume (SV) at rest and during exercise; decrease in resting heart rate (HR); increase in cardiac output (Q); capillarisation at the lungs and muscles; increase in number of red blood cells</li> <li>• <b>Respiratory system</b>-Increased vital capacity; increase in minute ventilation (VE); increase in tidal volume (TV); decrease in breathing rate (BR); increased number of functioning alveoli; increased strength of the respiratory muscles (internal and external inter-costals and diaphragm)</li> <li>• <b>Energy system</b>-Increased production of energy from the aerobic energy system; increased tolerance to lactic acid.</li> <li>• <b>Muscular system</b>-Muscle hypertrophy; increased strength of tendons; increased strength of ligaments</li> <li>• <b>Skeletal system</b>-Increase in bone density.</li> <li>• <b>Losing weight</b></li> </ul> <p>Max 2 marks</p> <p><u>Effects: (all other correct examples to be credited)</u>  <b>Cardiovascular system</b> – increased blood flow to working muscles and removal of waste products and CO<sub>2</sub>. - Reducing fatigue.  <b>Respiratory system</b> – more O<sub>2</sub> in blood, take longer to reach Anaerobic threshold - work at a higher intensity for longer  <b>Muscular system</b> – more powerful contractions during performance</p> <p>Losing weight – reduce the risks of obesity, Diabetes etc</p>		4		4

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3. (a)	<p>Analyse Figure 1 to provide the relevant examples to complete the table. (AO3 3 marks)</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Classification of lever</td> <td>1st</td> </tr> <tr> <td>B</td> <td>Type of movement</td> <td>Extension</td> </tr> <tr> <td>C</td> <td>Type of joint</td> <td>Ball and socket</td> </tr> </tbody> </table>			Example	A	Classification of lever	1st	B	Type of movement	Extension	C	Type of joint	Ball and socket			3	3
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(b)	<p>Analyse the muscular contraction <b>and</b> movement at the shoulders in figure 1. (AO1 2 marks, AO3 2 marks)</p> <p>L1-2 basic analysis of muscular contraction and movement – might include the type of muscular contraction, and identifying the correct movement.</p> <p>L3-4 detailed analysis of muscular contraction and movement – which will include the type of muscular contraction, identifying the correct movement. Correct use of terminology.</p> <p>Indicative content:</p> <p><b><u>Muscular contractions</u></b>  <b>Isometric</b> to keep the arm in the upward position (stillness)</p> <p><b><u>Muscle contraction</u></b>  Where the muscle is under tension but there is no movement</p> <p><b><u>Movement</u></b>  Abduction/Adduction  Rotation/circumduction  Concentric Contraction of deltoid/trapezius muscle</p>	2		2	4												
(c)	<p>Tendons and Ligaments play an important role in maintaining mobility in a joint.</p> <p>Describe the functions of tendons and ligaments.</p> <table border="1"> <thead> <tr> <th>Structure</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td>Tendon</td> <td>Attach muscle to bone</td> </tr> <tr> <td>Ligament</td> <td>Attach bone to bone</td> </tr> </tbody> </table>	Structure	Function	Tendon	Attach muscle to bone	Ligament	Attach bone to bone	2			2						
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Question	Mark Scheme	AO1	AO2	AO3	Total												
(d)	Discuss the positive and negative effects of technology on officiating in sport. (AO1 2 marks, AO3 4 marks) (levelled response)	2		4	6												
	<table border="1"> <thead> <tr> <th>Advantages</th> <th>Disadvantages</th> </tr> </thead> <tbody> <tr> <td>Supports team approach so there is less pressure on individuals</td> <td>Slows the game</td> </tr> <tr> <td>Information can be shared easily and quickly and stored over time</td> <td>Not available at all levels of competition</td> </tr> <tr> <td>Decisions and scoring are more reliable and accurate</td> <td>No longer trust people's decisions</td> </tr> <tr> <td>There is increased confidence and trust in officials</td> <td>Undermines respect for officials' knowledge and expertise</td> </tr> <tr> <td></td> <td>Undermines honesty, integrity and the spirit of fair play</td> </tr> </tbody> </table>	Advantages	Disadvantages	Supports team approach so there is less pressure on individuals	Slows the game	Information can be shared easily and quickly and stored over time	Not available at all levels of competition	Decisions and scoring are more reliable and accurate	No longer trust people's decisions	There is increased confidence and trust in officials	Undermines respect for officials' knowledge and expertise		Undermines honesty, integrity and the spirit of fair play				
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Band	AO1	AO3
3		<p><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>Excellent, well-reasoned discussion on the positive and negative effects technology has on officiating in sport</li> <li>Explicit links between the impact of technology on officiating in sport</li> <li>The answer is balanced and detailed and focuses on the key content.</li> </ul>
2	<p><b>2 marks</b></p> <p>Good knowledge of the positive and negative effects of technology on officiating in sport.</p>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Good, well-reasoned discussion on the positive and negative effects of technology on officiating in sport</li> <li>Clear links between the impact of technology on officiating in sport</li> <li>The answer has some detail and focuses on some areas of content.</li> </ul>
1	<p><b>1 mark</b></p> <p>Limited knowledge of the positive and negative effects of technology on officiating in sport.</p>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Limited discussion on the positive and negative effects of technology on officiating in sport</li> <li>The answer has some limited detail and focuses on some areas of content.</li> </ul>
0	<p><b>0 marks</b></p> <p>No knowledge of the positive and negative effects of technology on officiating in sport.</p>	<p><b>0 marks</b></p> <p>No analysis.</p>

Question	Mark Scheme	AO1	AO2	AO3	Total
(e)	<p>Describe how an official might use verbal and visual guidance during a sporting event. (AO1- 2x1mark)</p> <p>Max 1 mark for each</p> <p>Verbal – e.g. whistle, talking to players            Visual – arm actions            Must use accurately show, or words to that effect, no marks for ‘show’</p>	2			2

Question	Mark Scheme	AO1	AO2	AO3	Total
4.  (a) (i)	<p>Bronwen Jenkinson became the first Welsh woman to win the 10mile, Snowdon mountain race since 1989.</p> <p>Explain why cardiovascular endurance is one of the main components of fitness used during the race. (AO2 4 marks)</p> <p>L1-2 basic explanation of why cardiovascular endurance is one of the main components of fitness used during the race.</p> <p>L3-4 detailed explanation of why cardiovascular endurance is one of the main components of fitness used during the race.</p> <ul style="list-style-type: none"> <li>• Cardiovascular Endurance is the ability of the heart and lungs to provide the working muscles with oxygenated blood for a prolonged period of time.</li> <li>• Duration therefore.....WHY</li> <li>• Intensity /terrain.....WHY</li> </ul>		4		4
(ii)	<p>Identify an appropriate test to measure cardiovascular endurance. (AO1 1 mark)</p> <p>e.g. Multistage Shuttle Run Test (not the Bleep test) 12 min cooper run Yo-Yo endurance tests Maximal Oxygen Consumption Test (<math>VO_{2max}</math>)</p>	1			1
(iii)	<p>Describe the protocol for the appropriate test in (a) (ii). (AO1 3 marks)</p> <p>3 valid points 3x1 mark</p> <p>Duration/Distance Procedure/measured Validity/reliability</p>	3			3

Question	Mark Scheme	AO1	AO2	AO3	Total
(b)	<p>Explain the functions of the systemic circulatory system. (AO2 4 marks)</p> <p>L3-4 detailed explanation of the functions of the systemic circulatory system using relevant terminology.</p> <p>Type of circulatory system</p> <p><b>Systemic:</b></p> <ul style="list-style-type: none"> <li>• In the systemic circulation, blood travels out of the left ventricle, to the aorta, to every organ and tissue in the body, and then back to the right atrium.</li> <li>• The arteries, capillaries, and veins of the systemic circulatory system are the channels through which this long journey takes place. Once in the arteries, blood flows to smaller arterioles and then to capillaries.</li> <li>• While in the capillaries, the bloodstream delivers oxygen and nutrients to the body's cells and picks up waste materials. Blood then goes back through the capillaries into venules, and then to larger veins until it reaches the vena cava.</li> <li>• Blood from the head and arms returns to the heart through the superior vena cava, and blood from the lower parts of the body returns through the inferior vena cava.</li> <li>• Both vena cava deliver this oxygen-depleted blood into the right atrium. From here the blood exits to fill the right ventricle, ready to be pumped into the pulmonary circulation for more oxygen.</li> </ul>		4		4
(c)	<p>Assess the importance of vasodilation and vasoconstriction of the vascular system for an athlete. (AO1 2 marks, AO3 4 marks) Levelled answer.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Definition x2 Open/close</li> <li>• Management of blood and its redistribution</li> <li>• Vasodilation takes more oxygenated blood to the working muscles, and removes more waste products like CO<sub>2</sub> and LA,</li> <li>• Vasodilation helps the body to lose heat, while</li> <li>• Vasoconstriction helps to keep heat within the body, if an individual overheats, performance will decrease.</li> <li>• Takes blood away from e.g. stomach</li> </ul>	2		4	6

Band	AO1	AO3
3		<p style="text-align: center;"><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>• Excellent, well-reasoned assessment of the importance of vasodilation and vasoconstriction of the vascular system for an athlete</li> <li>• Explicit links between the impact of vasodilation and vasoconstriction and performance</li> <li>• The answer is balanced and detailed and focuses on the key content.</li> </ul>
2	<p style="text-align: center;"><b>2 marks</b></p> <p>Good knowledge of the importance of vasodilation and vasoconstriction of the vascular system for and athlete.</p>	<p style="text-align: center;"><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• Good, well-reasoned assessment of the importance of vasodilation and vasoconstriction of the vascular system for an athlete</li> <li>• Clear links between the impact of vasodilation and vasoconstriction and performance</li> <li>• The answer has some detail and focuses on some areas of content.</li> </ul>
1	<p style="text-align: center;"><b>1 mark</b></p> <p>Limited knowledge of the importance of vasodilation and vasoconstriction of the vascular system for an athlete.</p>	<p style="text-align: center;"><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• Limited assessment of the importance of vasodilation and vasoconstriction of the vascular system for an athlete</li> <li>• The answer has some limited detail and focuses on some areas of content.</li> </ul>
0	<p style="text-align: center;"><b>0 marks</b></p> <p>No knowledge of the importance of vasodilation and vasoconstriction of the vascular system for an athlete.</p>	<p style="text-align: center;"><b>0 marks</b></p> <p>No analysis.</p>

Question	Mark Scheme	AO1	AO2	AO3	Total								
(d)	<p>Using the data below, analyse why Cardiac Output has increased during exercise. (AO3 3 marks)</p> <p>Must include data for max 3 marks, max 2 marks for any response, without the use of data</p> <table border="1" style="width: 100%;"> <tr> <td>Q at rest = SV × HR</td> <td>Q during exercise = SV × HR</td> </tr> <tr> <td>Q at rest = 70 × 80</td> <td>Q during exercise = 120 × 200</td> </tr> <tr> <td>Q at rest = 5600 ml</td> <td>Q during exercise = 24,000 ml</td> </tr> <tr> <td>Q at rest = 5.6 l</td> <td>Q during exercise = 24 l</td> </tr> </table> <p>Exercise increases SV and HR Need for oxygen/carbon dioxide removal/ nutrients Therefore increases Q</p>	Q at rest = SV × HR	Q during exercise = SV × HR	Q at rest = 70 × 80	Q during exercise = 120 × 200	Q at rest = 5600 ml	Q during exercise = 24,000 ml	Q at rest = 5.6 l	Q during exercise = 24 l			3	3
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(e)	<p>Evaluate the barriers that limit participation in sport. (AO1 2 marks, AO3 4 marks)</p> <p><b>Provision, Opportunities, Esteem</b> Age, religion, economic status, interest/ability/skill, family and friends, health and fitness</p> <p>The differences between the barriers that limit male and female needed, however- a band 3 answer must have within the content the differences between male and female sports. Also saying the gap is closing.</p>	2		4	6								

Band	AO1	AO3
3		<p><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>Excellent, well-reasoned evaluation of the barriers that limit participation in sport</li> <li>Explicit links between the impact of Provisions, opportunities and esteem on participation in sport</li> <li>The answer is balanced and detailed and focuses on the key content.</li> </ul>
2	<p><b>2 marks</b></p> <p>Good knowledge of the barriers that limit participation in sport.</p>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Good, well-reasoned evaluation of the barriers that limit participation in sport</li> <li>Clear links between the impact of Provisions, opportunities and esteem on participation in sport.</li> <li>The answer has some detail and focuses on some areas of content.</li> </ul>
1	<p><b>1 mark</b></p> <p>Limited knowledge of the barriers that limit participation in sport.</p>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Limited evaluation of the barriers that limit participation in sport</li> <li>The answer has some limited detail and focuses on some areas of content.</li> </ul>
0	<p><b>0 marks</b></p> <p>No knowledge of barriers that limit participation in sport.</p>	<p><b>0 marks</b></p> <p>No analysis.</p>



Question	Mark Scheme	AO1	AO2	AO3	Total
5. (a)	<p>Using Figure 3 identify 2 components of fitness demonstrated by the athlete. (AO1 2 marks)</p> <p>1 mark each</p> <ul style="list-style-type: none"> <li>• <i>Strength</i></li> <li>• <i>Balance</i></li> <li>• <i>Flexibility</i></li> </ul>	2			2
(b)	<p>Compare the body composition of a weightlifter and an obese individual. (AO2 2 marks)</p> <p>Max 1 mark per point</p> <ul style="list-style-type: none"> <li>• A weight lifters body composition includes a lower percentage of body fat and a higher percentage of fat-free mass, which includes muscle.</li> <li>• Obese individual is more likely to have a high percentage of body fat and a lower percentage of FFM</li> <li>• Possibly WL would have a greater bone density due to exercise increasing calcium absorption</li> <li>• WL and Obese individual could have a higher % body fat than a normal individual.</li> </ul>		2		2
(c)	<p>Identify 2 appropriate recovery methods that can be used by athletes. (AO1 2 marks)</p> <p>2x1 mark</p> <ul style="list-style-type: none"> <li>• Rehydrate,</li> <li>• Active recovery</li> <li>• Ice baths</li> <li>• Stretch</li> <li>• Massage</li> <li>• Nutrition</li> </ul>	2			2
(d)	<p>Identify why weightlifting is classified as predominantly internally paced. (AO1 1 mark)</p> <ul style="list-style-type: none"> <li>• With Internally paced, the performer controls the rate at which the skill is executed.</li> <li>• Effected by the individual</li> </ul>	1			1
(e)	<p>Justify why fixed practice is the most effective for a weightlifter. (AO2 2 marks)</p> <ul style="list-style-type: none"> <li>• Weightlifting is a closed skill.</li> <li>• It involves repeatedly practicing a whole skill in order to strengthen the motor programme so the body learns the movement.</li> </ul>		2		2

Question	Mark Scheme	AO1	AO2	AO3	Total
(f)	<p>Identify 2 mental preparation techniques the weightlifter could use prior to performance. (AO1 2 marks)</p> <p>Max 1 mark per technique.</p> <ul style="list-style-type: none"> <li>• Imagery/picturing</li> <li>• Mental rehearsal</li> <li>• Visualisation</li> </ul>	2			2
(g) (i)	<p>Flexibility and mobility can be seen as important in allowing weightlifters to perform at the top level.</p> <p>Explain why sedentary individuals are often prescribed mobility exercises for health reasons. (AO2 4 marks)</p> <p>L1-2 basic explanation of why sedentary individuals are often prescribed mobility exercises for health reasons</p> <p>L3-4 detailed explanation of why sedentary individuals are often prescribed mobility exercises for health reasons</p> <ul style="list-style-type: none"> <li>• Low impact and low intensity therefore:</li> <li>• Increases HR therefore burn calories</li> <li>• Increases BMR therefore burn calories</li> <li>• Reduced risk of associated health risks because they are active</li> <li>• Non-competitive, therefore feel they can engage in the activity</li> <li>• Increases ROM that results in an increase in activity...</li> <li>• Provides independence, therefore improved self-confidence</li> </ul>		4		4
(ii)	<p>Identify 2 negative physical consequences of being a sedentary individual. (AO1 2 marks)</p> <p>Max 1 mark per consequence.</p> <p>Increased risk of:</p> <ul style="list-style-type: none"> <li>• HA</li> <li>• Obesity</li> <li>• Atherosclerosis ect</li> </ul>	2			2

### Assessment Objectives

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Q1</b>	7	8	5	20
<b>Q2</b>	5	12	2	19
<b>Q3</b>	8		9	17
<b>Q4</b>	8	8	11	27
<b>Q5</b>	9	8		17
<b>Total</b>	37	36	27	100