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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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 FULL (COURSE)**

**SUMMER 2019 MARK SCHEME**


<b>Question</b>		<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
1. (a)	In the DVD Jade Jones performs a variety of different kicks.	1			1
(i)	Identify the main component of fitness needed to execute the high kicks seen in the clip.  Flexibility  1x1 mark				
(ii)	Identify the appropriate test that measures the component of fitness named in Q1. (a).  • sit and reach  1x1 mark	1			1
(iii)	Analyse the muscles involved in a kick as seen in the DVD, by matching the correct muscle to the appropriate letter.  A - Quadriceps B - Biceps C – Gluteus-maximus/Gluteals  No abbreviations  3x1 mark			3	3

Question		AO1	AO2	AO3	Total
(b) (i)	<p>Explain why it would be important to warm up before performing a high kick, as seen in the clip.</p> <p>Award <b>one</b> mark for:</p> <ul style="list-style-type: none"> <li>• Increase elasticity/flexibility</li> <li>• Increase Range of Movement (ROM)</li> </ul> <p>Award <b>two</b> marks for the amplification:</p> <ul style="list-style-type: none"> <li>• Reduces the risk of injury</li> <li>• Prepares the body for the skill they are about to do</li> </ul> <p>2x1 mark</p>		2		2
(ii)	<p>Explain why it is important for the athlete to be mentally prepared for the competition.</p> <p>Award a maximum of <b>two</b> marks for:</p> <ul style="list-style-type: none"> <li>• Focus</li> <li>• Confidence</li> <li>• Motivation</li> <li>• Arousal</li> <li>• Anxiety</li> </ul> <p>Award an additional <b>two</b> marks for amplification related to the competition:</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Increase confidence to help them compete at their highest level.</li> <li>• Provides motivation for the task in hand allowing you to cope with adversity.</li> <li>• Focuses the mind on execution to finalise and commit to your game plan or strategy.</li> <li>• Regulates arousal and anxiety levels, therefore optimising performance.</li> </ul> <p>2x2 mark</p>		4		4

Question		AO1	AO2	AO3	Total
(iii)	<p>Explain why a cool-down would benefit an athlete after competition.</p> <p>Award <b>one</b> mark for:</p> <ul style="list-style-type: none"> <li>• Reduces recovery time/return body to pre-competition levels</li> </ul> <p>Award <b>additional</b> mark for the amplification:</p> <ul style="list-style-type: none"> <li>• Gradually cool body temperature</li> <li>• Return muscles to their optimal length-tension relationships</li> <li>• Prevent venous pooling of blood in the lower extremities</li> <li>• Remove waste product</li> <li>• Replenish nutrients/hydration levels</li> <li>• Reduce effects of DOMS</li> <li>• Repay oxygen debt</li> </ul> <p>Award a maximum of <b>one</b> mark for two amplifications</p>		2		2
(c) (i)	<p>Explain the effect of <b>one</b> short term response of exercise on the body.</p> <p>Award <b>one</b> mark for short term response:</p> <ul style="list-style-type: none"> <li>• Increase heart rate</li> <li>• Increase stroke volume</li> <li>• Increase tidal volume</li> <li>• Increase respiratory rate</li> <li>• Increase temperature</li> <li>• Sweating/redness</li> <li>• Increase blood to working muscles</li> </ul> <p>Accept any other valid short term responses.</p> <p>Award <b>additional</b> mark for effect:</p> <ul style="list-style-type: none"> <li>• Increase oxygen</li> <li>• increase nutrients</li> <li>• Increase in neural functioning</li> <li>• Cooling of body temperature</li> <li>• Muscular elasticity</li> </ul>		2		2

Question		AO1	AO2	AO3	Total
(ii)	<p>Assess how the long term adaptations to the heart, enables individuals to follow an active healthy lifestyle.</p> <p>2x1 marks</p> <ul style="list-style-type: none"> <li>• Prevent heart disease</li> <li>• To be able to exercise without undue fatigue</li> <li>• To recover quicker</li> <li>• Be able to exercise without risk of health problems</li> <li>• Live longer</li> </ul> <p>No marks awarded for identification of adaptation.</p>			2	2

Question		AO1	AO2	AO3	Total
2. (a) (i)	<p>Outline <b>two</b> reasons why some children are missing out on opportunities to develop physical literacy in their early childhood.</p> <ul style="list-style-type: none"> <li>• Help/support</li> <li>• Lack of inspiration</li> <li>• Lack of motivation</li> <li>• Lack of role models</li> </ul> <p>2x1 mark</p>	2			2
(ii)	<p>Describe the impact that not taking part in regular physical exercise might have on the young individual seen in the clip.</p> <p>Marks from:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Mental</li> <li>• Social</li> </ul> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Reduced confidence in social situations</li> <li>• Unable to accomplish basic daily tasks</li> <li>• Meeting people</li> <li>• Making friends</li> <li>• Fitness</li> <li>• Gain weight</li> <li>• Reduction in concentration levels</li> <li>• Go on to lead a sedentary lifestyle due to habit</li> </ul> <p>3x1 mark</p>	3			3
(b)	<p>Describe how you could use extrinsic motivation to encourage a young person to follow an active, healthy lifestyle.</p> <ul style="list-style-type: none"> <li>• Give praise / encouragement</li> <li>• Badges (tangible) rewards</li> <li>• Give opportunity to join a team / club</li> <li>• Health / fitness benefits</li> <li>• Show others as role models</li> <li>• Show positive benefits for body image / to look good</li> <li>• To make friends / do as friends do</li> </ul> <p>3x1 marks</p>	3			3

Question		AO1	AO2	AO3	Total
(c)	<p>Identify three variables that could affect the classification of skill within physical activity.</p> <ul style="list-style-type: none"> <li>• Environment e.g weather, crowd, opponents</li> <li>• Complexity</li> <li>• Pace</li> </ul> <p>No marks for classification e.g. open/closed</p> <p>3x1 marks</p>	3			3
(d)	<p>Teaching a new skill can be put on a basic/complex continuum.</p> <div style="text-align: center;">  </div> <p>(i) Justify why the arrow has been placed at this point on the continuum when teaching a young individual.</p> <p><b>Basic skills</b> are straight forward skills with few subroutines requiring little concentration and cognitive activity on the part of the performer, for example, walking or running.</p> <p>If a skill is too difficult for a young child, they might give up or lose enjoyment and/or motivation</p> <p><b>Complex skills</b> are complicated skills requiring a lot of attention or practice- young children usually don't have a large attention span.</p> <p>Complex skills require a large number of (interlinked) subroutines, some of which may be habitual and learned, which affects the ease with which the performer performs the skill. For example, a gymnastic floor exercise.</p> <p>At a young stage, these subroutines might not have been learned well enough yet.</p> <p>1x1 mark for basic justification 1x1 mark for developed answer with justification</p> <p><b>Two</b> marks can be awarded for basic <b>or</b> complex skills.</p>		2		2



Question		AO1	AO2	AO3	Total
(ii)	<p>Identify a skill of your choice and place it on the internally/externally paced continuum.</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">Skill...</div> <p style="text-align: center;">Internally paced   ←————→   Externally paced</p> <p><b>1x1 mark for correctly labelling continuum</b></p> <p>Justify your answer.</p> <p>Skills range according to who controls the speed of the environment.</p> <p><b>Self-paced</b> skills (internal) are controlled by the performer. The performer decides on when to execute the skill, such as in athletics, when throwing the javelin, or in gymnastics when vaulting. These skills tend to be more towards the closed end of the environmental continuum.</p> <p>A 100 m sprinter has total control over the rate at which they run and the timing of their own action.</p> <p><b>Externally paced</b> skills are controlled by the environment. They include a decision and a reaction. In most cases the opponent controls the rate of performance. For example, in football the defender closes down the center forward, and this causes a decision to be made of either shooting or passing. These skills therefore tend to be towards the open end of the environmental continuum.</p> <p>A goalkeeper in handball will jump high and left because they perceive that the ball has been thrown in that direction and for no other reason. Therefore, the goalkeeper is responding to their environment rather than choosing for themselves how to perform the skill.</p> <p><b>1x1 mark for justification</b></p>		2		2

Question		AO1	AO2	AO3	Total
(e)	<p>Compare the characteristics of a skilled performer to that of an unskilled performer.</p> <p><b>Skilled performer:</b>            Technical            Consistent            Accurate            Efficient            Effective            Confident            Control            Aesthetically pleasing</p> <p>Maximum <b>two</b> marks for a list – no examples</p> <p><b>4x1 marks</b> for identifying 4 characteristics with examples</p> <p><b>2x2</b> marks for amplification if compared through examples</p>		4		4

Question		AO1	AO2	AO3	Total						
3. (a) (i)	Identify the classification of lever seen at point A and point B in the image above  <table border="1"> <thead> <tr> <th></th> <th>Classification of lever</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>1</td> </tr> <tr> <td>B</td> <td>3</td> </tr> </tbody> </table>		Classification of lever	A	1	B	3	2			2
	Classification of lever										
A	1										
B	3										
(ii)	Assess the difference between the two classification of levers. (AO3 2 marks)  <b>1. First class lever</b> – the fulcrum is in the middle of the effort and the load. (EFL) <b>2. Third class lever</b> – the effort is in the middle between the fulcrum and the load. (FEL)  F- Fulcrum/pivot E – Effort/Force L – Load/resistance/weight  Appropriate diagram would be accepted			2	2						
(b) (i)	Identify the main energy system when cycling at moderate intensity for a long period of time.  <table border="1"> <thead> <tr> <th></th> <th>Tick one box only</th> </tr> </thead> <tbody> <tr> <td>Aerobic</td> <td>✓</td> </tr> <tr> <td>Anaerobic</td> <td></td> </tr> </tbody> </table>		Tick one box only	Aerobic	✓	Anaerobic		1			1
	Tick one box only										
Aerobic	✓										
Anaerobic											
(b) (ii)	Describe when a cyclist would use the anaerobic energy system.  <ul style="list-style-type: none"> <li>• Increase in intensity</li> <li>• Any acceleration</li> </ul> Reference to intensity needed in the answer. For example:  1) Going up a steep hill 2) Accelerating to finish a race  2x1 mark	2			2						

Question		AO1	AO2	AO3	Total
(c)	<p>Elite cyclists follow a structured training programme to develop exceptional levels of fitness.</p> <p>Using the data from the graph above, analyse the effects of training on the cyclist.</p> <p><b>Max 3 marks without using data</b> 3x1 mark</p> <ul style="list-style-type: none"> <li>• <b><u>Trained/untrained athletes ‘can exercise for’:</u></b></li> <li>• <b><u>periods of time/duration</u></b></li> <li>• <b><u>lactic acid/intensity ‘at the same or higher than’</u></b></li> </ul> <p>Award maximum of <b>three</b> marks if there is <b>no</b> reference to the data.</p> <p>1x1 mark for use of data</p>		4		4
(d)	<p>Elite cyclists dedicate years of their life to prepare physiologically and psychologically for their event.</p> <p>Evaluate <b>two</b> possible mental preparation techniques a cyclist might use prior to a race.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>- Imagery <ul style="list-style-type: none"> <li>- Cycling the route/map but using more than one sense</li> </ul> </li> <li>- Visualisation <ul style="list-style-type: none"> <li>- Seeing the race in your mind</li> <li>- Outcome e.g. lifting the trophy, winning the race</li> </ul> </li> <li>- Mental rehearsal <ul style="list-style-type: none"> <li>- Process e.g. component parts</li> </ul> </li> <li>- To include a description of the above and example.</li> </ul> <p>Impact of techniques</p> <ul style="list-style-type: none"> <li>- Confidence</li> <li>- Control</li> <li>- Challenge</li> <li>- Commitment</li> <li>- Arousal</li> <li>- Anxiety</li> <li>- Motivation</li> <li>- Performance.</li> </ul> <p>(See band sheet)</p>	2		4	6

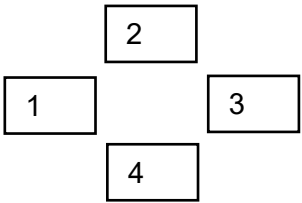
<b>3 d. Evaluate two possible mental preparation techniques a cyclist might use prior to a race. (6)</b>		
<b>Band</b>	<b>AO1</b>	<b>AO3</b>
	<b>2 marks</b>	<b>4 marks</b>
<b>3</b>	<b>No marks are available in Band 3 for AO1.</b>	<p><b>4 marks</b></p> <p>Excellent, well-reasoned evaluation of <b>two</b> possible mental preparation techniques a cyclist might use prior to a race.</p> <p>Explicit links between the impact of mental preparation on performance.</p> <p>The answer is balanced and detailed and focuses on the key content.</p>
<b>2</b>	<p><b>2 marks</b></p> <p>Good knowledge of the possible mental preparation techniques a cyclist might use prior to a race.</p>	<p><b>2-3 marks</b></p> <p>Good well-reasoned evaluation of the possible mental preparation techniques a cyclist might use prior to a race.</p> <p>Clear links between the impact of mental preparation on performance.</p> <p>The answer has some detail and focuses on some areas of content.</p>
<b>1</b>	<p><b>1 mark</b></p> <p>Limited knowledge of <b>one</b> possible mental preparation techniques a cyclist might use prior to a race.</p>	<p><b>1 mark</b></p> <p>Limited evaluation of the possible mental preparation techniques a cyclist might use prior to a race.</p> <p>The answer has some limited detail and focuses on some areas of content.</p>
<b>0</b>	<p><b>0 marks</b></p> <p>No knowledge of the possible mental preparation techniques a cyclist might use prior to a race.</p>	<p><b>0 marks</b></p> <p>Not attempted. No analysis.</p>

Question		AO1	AO2	AO3	Total
(e) (i)	<p>One negative impact of commercialisation in cycling is the increase in deviance.</p> <p>Identify <b>one</b> example of deviance in sport.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- cheating</li> <li>• Drug taking</li> <li>• Cheating</li> <li>• Breaking rules</li> <li>• Violence within performance</li> <li>• Match fixing</li> </ul> <p>Not hooliganism</p> <p>Any other relevant example should be credited.</p> <p>1x1 mark.</p>	1			1
(ii)	<p>Identify <b>two</b> positive impacts of the increase in commercialisation in sports.</p> <p>Award <b>two</b> marks for any <b>two</b> valid responses related to:</p> <p>Performance, spectators, officiating, coaching and participation.</p> <p>2x1 mark</p>	2			2

Question		AO1	AO2	AO3	Total
(f)	<p>'Performance enhancing drugs should be legalised in sport.' Discuss. (AO1 2 marks, AO3 4 marks) 6 marks</p> <ul style="list-style-type: none"> <li>• Positive and negatives discussion about the merits of taking performance enhancing drugs.</li> <li>• Physical, moral, psychological, social implications.</li> </ul> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Cheating – integrity</li> <li>• Gamesmanship</li> <li>• True spirit</li> <li>• Unfair advantage/fairness</li> <li>• Unlevel playing advantage</li> <li>• Role models</li> <li>• Health</li> <li>• Safety/health</li> <li>• Sportsmanship</li> <li>• Regulated</li> <li>• Exciting/higher records</li> <li>• Respect and passion</li> <li>• Improvement in standards</li> <li>• Give sport a bad name</li> <li>• Performance</li> </ul> <p>(see separate levels sheet)</p>	2		4	6

<b>3 f.</b>	'Performance enhancing drugs should be legalised in sport.' Discuss. <b>(6)</b>	
<b>Band</b>	<b>AO1</b>	<b>AO3</b>
	<b>2 marks</b>	<b>4 marks</b>
<b>3</b>	<b>No marks are available in Band 3 for AO1.</b>	<p><b>4 marks</b></p> <p>Excellent, well-reasoned discussion of why performance enhancing drugs should be legalised in sport.</p> <p>The answer is balanced and detailed and focuses on the key content.</p>
<b>2</b>	<p><b>2 marks</b></p> <p>Good knowledge of why performance enhancing drugs should be legalised in sport.</p>	<p><b>3 marks</b></p> <p>Good well-reasoned discussion of why performance enhancing drugs should be legalised in sport.</p> <p>The answer has some detail and focuses on areas of content.</p>
<b>1</b>	<p><b>1 mark</b></p> <p>Limited knowledge of why performance enhancing drugs should be legalised in sport.</p>	<p><b>1-2 marks</b></p> <p>Limited discussion of why performance enhancing drugs should be legalised in sport.</p> <p>The answer has limited detail and focuses on some areas of content.</p>
<b>0</b>	<p><b>0 marks</b></p> <p>No knowledge of why performance enhancing drugs should be legalised in sport.</p>	<p><b>0 marks</b></p> <p>Not attempted. No analysis.</p>



Question		AO1	AO2	AO3	Total
4. (a)	<p>Complete the info process model for a netball player by placing the following terms into the correct boxes</p> <div style="text-align: center;">  </div> <p>1-input 2-decision making 3-output 4-feedback</p> <p>4x1 mark</p>	4			4
(b)	<p>Using sporting examples, explain why feedback is important when learning a new skill.</p> <p>Award a maximum of <b>two</b> marks for effects of feedback</p> <ul style="list-style-type: none"> <li>• motivates you to try harder</li> <li>• reinforces good performance</li> <li>• it helps you to improve</li> <li>• realise your errors</li> <li>• increases confidence</li> <li>• increases adherence levels</li> </ul> <p>Award a maximum of <b>two</b> marks for sporting example</p> <p>2x2 marks</p>		4		4
(c)	<p>One initiative to increase participation and motivation in females is walking Netball.</p> <p>Assess why walking netball could be a suitable activity for a sedentary individual.</p> <ul style="list-style-type: none"> <li>• Fun</li> <li>• Low impact</li> <li>• Less competitive</li> <li>• Social</li> <li>• Motivation</li> <li>• Adherence</li> <li>• Sports Pyramid</li> <li>• Lower level of fitness required</li> <li>• Health and wellbeing</li> <li>• Improve fitness</li> </ul>	2		4	6

4 c.		Assess why walking netball could be a suitable activity for a sedentary individual. (6)	
Band	AO1	AO3	
	2 marks	4 marks	
3	<b>No marks are available in Band 3 for AO1.</b>	<b>4 marks</b> Excellent, well-reasoned evaluation of why walking netball could be a suitable activity for a sedentary individual.  Explicit links between the impact of walking netball on the sedentary individual.  The answer is balanced and detailed and focuses on the key content.	
2	<b>2 marks</b> Good knowledge of the possible effects of walking netball on the sedentary individual.	<b>2-3 marks</b> Good well-reasoned evaluation of why walking netball could be a suitable activity for a sedentary individual.  Clear links between the impact of walking netball on the sedentary individual.  The answer has some detail and focuses on some areas of content.	
1	<b>1 mark</b> Limited knowledge of the effects of walking netball on the sedentary individual.	<b>1 mark</b> Limited evaluation of why walking netball could be a suitable activity for a sedentary individual.  The answer has some limited detail and focuses on some areas of content.	
0	<b>0 marks</b> No knowledge of the possible effects of walking netball on the sedentary individual.	<b>0 marks</b> Not attempted. No analysis.	

Question		AO1	AO2	AO3	Total
(d)	<p>Explain why goal setting can help to develop an individual`s self-confidence to follow an active lifestyle</p> <p>Components of SMART are linked to confidence, e.g:</p> <ul style="list-style-type: none"> <li>• Ensuring / giving / enabling success</li> <li>• Recognising progress / progress made obvious / measurable / recorded</li> <li>• Encouraging and exciting</li> <li>• Gives evidence of faster / stronger / fitter</li> <li>• Motivating</li> <li>• Control over what happens</li> <li>• Identifying challenges</li> <li>• Gives more time</li> <li>• Adherence</li> </ul> <p><b>0 marks</b> awarded for just a list of SMART targets.</p>		2		2
(e)	<p>Analyse using appropriate examples, how technology might be used as a motivational tool for non-elite athletes.</p> <ul style="list-style-type: none"> <li>• Helps to monitor fitness/shows progress</li> <li>• Engagement with activity</li> <li>• Could give a placebo effect to athletes- giving them a mental edge over opponents</li> <li>• By being part of a social group/comparison e.g Strava lets you 'check out' where you stand compared to others e.g. 'King of the Mountain' (KOM)</li> <li>• Use of equipment improve Self-confidence</li> <li>• Adherence</li> </ul> <p>2x2 marks</p>			4	4

Question		AO1	AO2	AO3	Total								
5. (a)	Identify the movement A, B, C in the above picture  <table border="1"> <thead> <tr> <th></th> <th>Movement pattern</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Flexion</td> </tr> <tr> <td>B</td> <td>Extension</td> </tr> <tr> <td>C</td> <td>Adduction/Abduction/Rotation</td> </tr> </tbody> </table>		Movement pattern	A	Flexion	B	Extension	C	Adduction/Abduction/Rotation	3			3
	Movement pattern												
A	Flexion												
B	Extension												
C	Adduction/Abduction/Rotation												
(b)	Using the principles of training evaluate how a player like Jonathan Davies could improve their performance  Candidates must use the principals of training and SPOV  S – Specificity. The relevance of the training to the component, training, individual and the activity. P – Progression. Getting progressively more difficult in terms of the overload. O – Overload. Frequency, intensity and duration. V – Variance. Change in training to maintain motivation and interest.  <b>Bands below</b>	2		4	6								

<b>5 b. Using the principles of training evaluate how a player like Jonathan Davies could improve their performance. (6)</b>		
<b>Band</b>	<b>AO1</b>	<b>AO3</b>
	<b>2 marks</b>	<b>4 marks</b>
<b>3</b>	<b>No marks are available in Band 3 for AO1.</b>	<p><b>4 marks</b></p> <p>Excellent, well-reasoned evaluation of the use of training principles to improve performance.</p> <p>SPOV used explicitly, with appropriate examples.</p> <p>Explicit links between the impact of how training principles can be used to improve performance.</p> <p>The answer is balanced and detailed and focuses on the key content.</p>
<b>2</b>	<p><b>2 marks</b></p> <p>Good knowledge of the use of training principles to improve performance.</p>	<p><b>2-3 marks</b></p> <p>Good well-reasoned evaluation of the use of training principles to improve performance.</p> <p>SPOV used, with some appropriate examples.</p> <p>Clear links between the impact of how training principles can be used to improve performance.</p> <p>The answer has some detail and focuses on some areas of content.</p>
<b>1</b>	<p><b>1 mark</b></p> <p>Limited knowledge of the use of training principles to improve performance.</p>	<p><b>1 marks</b></p> <p>Limited evaluation of the use of training principles to improve performance.</p> <p>SPOV used, with limited examples.</p> <p>The answer has some limited detail and focuses on some areas of content.</p>
<b>0</b>	<p><b>0 marks</b></p> <p>No knowledge of the use of training principles to improve performance.</p>	<p><b>0 marks</b></p> <p>Not attempted. No analysis.</p>

Question		AO1	AO2	AO3	Total										
(c)	<p>If Jonathon Davies was running in a straight line towards the try line, identify in which plane of movement would he be travelling.</p> <table border="1" data-bbox="304 387 916 562"> <thead> <tr> <th data-bbox="304 387 619 421">Plane of movement</th> <th data-bbox="619 387 916 421">Tick one box only</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 421 619 454">Sagittal</td> <td data-bbox="619 421 916 454" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="304 454 619 488">Frontal</td> <td data-bbox="619 454 916 488"></td> </tr> <tr> <td data-bbox="304 488 619 521">Transverse</td> <td data-bbox="619 488 916 521"></td> </tr> <tr> <td data-bbox="304 521 619 562">Vertical</td> <td data-bbox="619 521 916 562"></td> </tr> </tbody> </table>	Plane of movement	Tick one box only	Sagittal	✓	Frontal		Transverse		Vertical		1			1
Plane of movement	Tick one box only														
Sagittal	✓														
Frontal															
Transverse															
Vertical															
(d)	<p>Using practical examples, explain why speed and strength are important components of fitness in a team game.</p> <p>(speed) Have good reactions/be able to respond quickly or to be able to run/move fast to catch someone or to chase after ball, opposition.</p> <p>(strength) To be able to lift or carry effectively or to be able to overpower an opponent or to be able to support your body weight well. Competing against the opposing team in the ruck with greater <b>force</b>/resistance.</p> <p>2x 2 marks</p> <p><b>No marks</b> awarded for definition alone, without an example.</p> <p><b>1 mark for basic examples.</b></p> <p><b>2 marks for detailed examples</b></p> <p><b>Two</b> marks can only be awarded if the example is <b>not</b> in relation to team games.</p>		4		4										
(e) (i)	<p>Identify the recognised tests that measure:</p> <ol style="list-style-type: none"> <li>1. Speed – 30/50 metre sprint test</li> <li>2. Strength – 1 rep max (RM)/hand grip</li> </ol>	2			2										

Question		AO1	AO2	AO3	Total
(e) (ii)	<p>Explain why fitness tests need to have validity and reliability.</p> <ul style="list-style-type: none"> <li>• <b>Validity:</b> Fitness tests must measure the component of fitness that they are supposed to.</li> <li>• <b>Reliability:</b> A reliable test produces the same results if repeated.</li> </ul> <p>The question does not ask for definitions but are also acceptable in the correct response:</p> <ul style="list-style-type: none"> <li>• <b>Accuracy combination of both</b></li> <li>• <b>Comparisons</b></li> </ul> <p>Award maximum <b>one</b> mark for each.</p> <p>2x1 marks</p>		2		2