



GCSE MARKING SCHEME

SUMMER 2018

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

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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.

WJEC GCSE PHYSICAL EDUCATION (NEW)

SUMMER 2018 MARK SCHEME

| Question | Mark scheme | AO1 | AO2 | AO3 | Total | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--|-------------------------|---------------|------------|--------------|-----------|---|-----------|--|---------|---|--------------|---------------|------------|--|----------|---|---------|--|-------------|---------------|---------|---|----------|--|----------|--|--|--|---|---|
| 1 (a) | <p>Identify two muscle groups that cause movement at the knee joint of the sprinter. (AO1 2 marks)</p> <ul style="list-style-type: none"> • Hamstrings • Quadriceps <p>2x1 mark</p> | 2 | | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 (b) (i) | <p>Analyse the movement taking place at the elbow joint of the sprinter. (AO3 3 marks)</p> <p>If more than one box is ticked – no marks. But – except extension or flexion Tick one box only</p> <table border="1"> <thead> <tr> <th>Movement pattern</th> <th>'Tick'</th> </tr> </thead> <tbody> <tr> <td>Pronation</td> <td></td> </tr> <tr> <td>Extension</td> <td align="center">✓</td> </tr> <tr> <td>Abduction</td> <td></td> </tr> <tr> <td>Flexion</td> <td align="center">✓</td> </tr> </tbody> </table> <p>Tick one box only</p> <table border="1"> <thead> <tr> <th>Plane</th> <th>'Tick'</th> </tr> </thead> <tbody> <tr> <td>Transverse</td> <td></td> </tr> <tr> <td>Sagittal</td> <td align="center">✓</td> </tr> <tr> <td>Frontal</td> <td></td> </tr> </tbody> </table> <p>Tick one box only</p> <table border="1"> <thead> <tr> <th>Axis</th> <th>'Tick'</th> </tr> </thead> <tbody> <tr> <td>Frontal</td> <td align="center">✓</td> </tr> <tr> <td>Sagittal</td> <td></td> </tr> <tr> <td>Vertical</td> <td></td> </tr> </tbody> </table> <p>3x1 mark</p> | Movement pattern | 'Tick' | Pronation | | Extension | ✓ | Abduction | | Flexion | ✓ | Plane | 'Tick' | Transverse | | Sagittal | ✓ | Frontal | | Axis | 'Tick' | Frontal | ✓ | Sagittal | | Vertical | | | | 3 | 3 |
| Movement pattern | 'Tick' | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pronation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Extension | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Abduction | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Flexion | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Plane | 'Tick' | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Transverse | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sagittal | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Frontal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Axis | 'Tick' | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Frontal | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sagittal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vertical | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (ii) | <p>Identify 2 functions of the skeletal system when sprinting.</p> <ul style="list-style-type: none"> • Provide movement • Support/shape/framework • (Any 2 from the above) <p>2x1 mark</p> | 2 | | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Mark scheme | AO1 | AO2 | AO3 | Total | | | | | | | | |
|-----------------|---|---------------|--------|-------|-------|-----------------|---|--------|--|---|--|--|---|
| (iii) | <p>Analyse the runner in the DVD clip, to establish three bones involved in the arm action of the runner. AO3 (3marks)</p> <ul style="list-style-type: none"> • radius • ulna • humerus <p>no marks awarded for any other answer</p> <p>3x1 mark</p> | | | 3 | 3 | | | | | | | | |
| (iv) | <p>Identify the type of joint at the shoulder. Tick one box only. (AO1 1 mark)</p> <table border="1" data-bbox="352 719 770 891"> <thead> <tr> <th>Type of joint</th> <th>'Tick'</th> </tr> </thead> <tbody> <tr> <td>Hinge</td> <td></td> </tr> <tr> <td>Ball and socket</td> <td>✓</td> </tr> <tr> <td>Saddle</td> <td></td> </tr> </tbody> </table> <p>1x1 mark</p> | Type of joint | 'Tick' | Hinge | | Ball and socket | ✓ | Saddle | | 1 | | | 1 |
| Type of joint | 'Tick' | | | | | | | | | | | | |
| Hinge | | | | | | | | | | | | | |
| Ball and socket | ✓ | | | | | | | | | | | | |
| Saddle | | | | | | | | | | | | | |
| (c) (i) | <p>Name the component of fitness that can be defined as, 'being able to contract the muscles with speed and force in one explosive act.'</p> <ul style="list-style-type: none"> • Power <p>1x1 mark</p> | 1 | | | 1 | | | | | | | | |
| (ii) | <p>Explain why weight training can improve the performance of a sprinter. (AO2 2 marks)</p> <p>maximum of 1 for adaptation</p> <ul style="list-style-type: none"> • improves (muscular) strength • Improves muscular endurance • Improves (muscular) power • Increases muscle bulk or mass or size • Improves muscle tone • Can be used as part of a recovery programme from injury • Improves flexibility <p>1 mark for the effect on performance</p> <p>e.g. 'improvement of speed allows me run faster in the race'</p> | | 2 | | 2 | | | | | | | | |
| (iii) | <p>Identify one factor that determines the main energy system used during a 100m race? (2 marks AO1)</p> <ul style="list-style-type: none"> • Intensity • Duration | 1 | | | 1 | | | | | | | | |

| Question | Mark scheme | AO1 | AO2 | AO3 | Total | | | | | | |
|------------------|---|-----|---------|------------------|---|----------|---|---|--|--|---|
| 2 (a) | <p>The DVD shows individuals taking part in swimming for health benefits.</p> <p>Identify the long term social, mental and physical benefits of exercise: (give one examples of each) (AO1 3marks)</p> <table border="1"> <thead> <tr> <th></th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Social Mental</td> <td> <ul style="list-style-type: none"> meeting people making friends improved confidence relief of stress/tension and <i>stress related illness</i> </td> </tr> <tr> <td>Physical</td> <td> <ul style="list-style-type: none"> losing weight improved posture improved <i>body shape</i> </td> </tr> </tbody> </table> | | Example | Social Mental | <ul style="list-style-type: none"> meeting people making friends improved confidence relief of stress/tension and <i>stress related illness</i> | Physical | <ul style="list-style-type: none"> losing weight improved posture improved <i>body shape</i> | 3 | | | 3 |
| | Example | | | | | | | | | | |
| Social Mental | <ul style="list-style-type: none"> meeting people making friends improved confidence relief of stress/tension and <i>stress related illness</i> | | | | | | | | | | |
| Physical | <ul style="list-style-type: none"> losing weight improved posture improved <i>body shape</i> | | | | | | | | | | |
| (b) | <p>Explain the importance of fitness testing prior to taking part in exercise such as swimming for health reasons</p> <ul style="list-style-type: none"> To assess any medical conditions that the individual might have to show a starting level of fitness to motivate or set goals to vary an existing training programme to monitor improvement compare to national averages e.g. BMI + Blood Pressure identify strengths or weaknesses to re-evaluate needs in training <p>basic explanation for 1 mark max of 2 marks award 2 marks for amplification</p> | | 4 | | 4 | | | | | | |

| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|----------|--|-----|-----|-----|-------|
| (c) (i) | <p>Explain how swimming could help to reduce the percentage of overweight or obese adults. (Ao2 4 marks)</p> <ul style="list-style-type: none"> • Regular exercise increases your BMR (Basal Metabolic Rate) • You burn up stored fat faster when swimming • Burn calories • Lose weight • Adherence <p>award a maximum of 2 marks for a list award 2 marks for application</p> | | 4 | | 4 |
| (ii) | <p>Identify two risk to health (other than obesity) that can result from a sedentary lifestyle (AO1 2 marks)</p> <ul style="list-style-type: none"> • Hypertension • High blood pressure • Atherosclerosis • Poor self esteem • Poor body image (risk to mental health) • Lack of self-confidence • Diabetes • Chronic heart disease • Heart attack • Stroke <p>2x1 marks</p> | 2 | | | 2 |
| (iii) | <p>Describe how you could motivate a sedentary individual to follow an active, healthy lifestyle. (3marks AO1)</p> <ul style="list-style-type: none"> • Give praise / encouragement • Badges (tangible) rewards • Give opportunity to join a team / club • Point out the health / fitness benefits • Show others as role models • Show positive benefits for body image / to look good • To make friends / do as friends do • Variance • Goal setting • Monitoring <p>Award 2 marks for description 3x1 marks or 2x1 + 1</p> | 3 | | | 3 |

| Question | Mark scheme | AO1 | AO2 | AO3 | Total | | | | | | | | | |
|---------------|--|--------------------------|-----|--------------------------|---------------|--|--------|---------|--|-----------------------|---|--|--|---|
| 3 (a) (i) | <p><i>The correct consumption of food is an integral part of improving performance and maintaining energy stores while performing within different sports.</i></p> <p><i>Draw a line from the food group to the best description that represents its function. (AO1 3 marks)</i></p> <table border="1" data-bbox="352 506 1002 696"> <tr> <td data-bbox="352 528 592 573">Fats</td> <td data-bbox="592 528 762 573"></td> <td data-bbox="762 506 1002 573">Tissue growth and repair</td> </tr> <tr> <td data-bbox="352 573 592 618">Carbohydrates</td> <td data-bbox="592 573 762 618"></td> <td data-bbox="762 573 1002 618">Energy</td> </tr> <tr> <td data-bbox="352 618 592 663">Protein</td> <td data-bbox="592 618 762 663"></td> <td data-bbox="762 618 1002 663">Energy and insulation</td> </tr> </table> | Fats | | Tissue growth and repair | Carbohydrates | | Energy | Protein | | Energy and insulation | 3 | | | 3 |
| Fats | | Tissue growth and repair | | | | | | | | | | | | |
| Carbohydrates | | Energy | | | | | | | | | | | | |
| Protein | | Energy and insulation | | | | | | | | | | | | |
| (ii) | <p><i>Compare the typical diet of a weight lifter and a marathon runner in the build up to an event. 4 marks AO2</i></p> <p>Carbohydrates</p> <ul style="list-style-type: none"> - Marathon – high level due to intensity, duration. - Predominantly starch based - Carboloadng <p>Protein</p> <ul style="list-style-type: none"> - Weightlifter – high level for muscle growth <p>Fats</p> <ul style="list-style-type: none"> - Lower for both <p>Vitamins & Minerals</p> <ul style="list-style-type: none"> - No major difference <p>2x2 marks Or 4x1 marks</p> | | 4 | | 4 | | | | | | | | | |

| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|----------|---|-----|-----|-----|-------|
| (b) | <p>As a GCSE student you have followed a Personal fitness programme.</p> <p>Evaluate using examples, how you have applied the principles of training to your Personal Fitness Programme.</p> <p>To progress through the levels there needs to be evidence of the ability to write coherent discussion points that relate to the question. These points could take a variety of forms but should be linked and show progression of an argument/point that links application of the principles of training to an increase in fitness.</p> | 2 | | 4 | 6 |


| | | | | | |
|---|---|---|--|--|--|
| 3 | No marks are available in Band 3 for AO1 | <p>3-4 marks</p> <ul style="list-style-type: none"> • Excellent, well-reasoned evaluation of the application of the principles of training within a Personal fitness programme and improvement in performance due to the use of training principles. • The use of SPOV and FITT is seen throughout using examples to support the work. E.g Progressive overload –I started at 20Kg and increasing to 22Kg once 20Kg become too easy, in this way my muscles adapted to the new work-loads, increasing my strength. • The answer is balanced and detailed and focuses on the key content | | | |
| 2 | <p>2 marks</p> <p>Good knowledge of the application of the principles of training.</p> | <p>2 marks</p> <ul style="list-style-type: none"> • Good well-reasoned evaluation of the application of the principles of training within a Personal Fitness Programme • The use of SPOV and FITT is seen throughout using some examples to support the work • The answer has some detail and focuses on some areas of content. | | | |
| 1 | <p>1 mark</p> <p>Limited knowledge of the application of principles of training.</p> | <p>1 marks</p> <ul style="list-style-type: none"> • Limited evaluation of application of the principles of training within a Personal fitness programme. • The use of SPOV is there, but no examples given on how they were used, but there is a link to improvement in performance | | | |
| 0 | <p>0 marks</p> <p>No knowledge of</p> | <p>0 marks</p> <p>Not attempted No analysis</p> | | | |

| Question | Mark scheme | AO1 | AO2 | AO3 | Total | | | | | | |
|--------------------------|---|--------------------------|----------------------|-----|-------|---|---|---|--|--|---|
| (c) | <p>Identify two adherence strategy that an individual could use to maintain involvement in a training programme. (AO1 2 marks)</p> <ul style="list-style-type: none"> • Variance • Keep a diary • set realistic goals • share goals with a friend • use fitness testing • have fun • train to music • use competition • the use of apps on a phone <p>There will be many other examples, and these should be credited</p> | 2 | | | 2 | | | | | | |
| (d) (i) | <p>Knowledge of results (KR) means that the coach provides information that is specific to the outcome, and Knowledge of performance (KP) is information about what the individual actually did that led to the outcome.</p> <p>Place the examples of KP and KR in the spaces provided below. AO1=4 (4marks)</p> <p>A- You were about 3 inches from your mark. B- You leaned back just a bit too far, so shift your weight forward. C- 68% of your 1st serves were in. D- You need to swing your arms to produce more momentum to your jump.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Knowledge of Performance</th> <th style="width: 50%;">Knowledge of Results</th> </tr> </thead> <tbody> <tr> <td>b</td> <td>a</td> </tr> <tr> <td>d</td> <td>c</td> </tr> </tbody> </table> | Knowledge of Performance | Knowledge of Results | b | a | d | c | 4 | | | 4 |
| Knowledge of Performance | Knowledge of Results | | | | | | | | | | |
| b | a | | | | | | | | | | |
| d | c | | | | | | | | | | |

| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|----------|--|-----|-----|-----|-------|
| (d) (ii) | <p>Assess why knowledge of performance would be beneficial to an elite swimmer. (AO3 3marks)</p> <p>Why</p> <ul style="list-style-type: none"> - Improvement - Feedback - Analysis <p>Benefits</p> <ul style="list-style-type: none"> - Technique - Efficiency <p>These are all examples of the feedback involved within KP- which are all in turn beneficial to the swimmer, the value of knowing the above for the elite performer must be shown in answer. At least 1 from each section To gain three marks: award 1 mark for example of 'why' and 2 for the 'benefits'.</p> | | | 3 | 3 |

| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|----------|---|-----|-----|-----|-------|
| 4 (a) | <p><i>The 2015 survey revealed:</i></p> <ul style="list-style-type: none"> <i>The numbers of young people taking part in sport or physical activity three or more times a week has risen from 40% in 2013 to 48% in 2015.</i> <i>93% of children enjoy physical education</i> <i>Boys (52%) were still more likely than girls (44%) to regularly participate in sport and physical activity, though the figures for both have increased, the gap remains static.</i> <p>Analyse the data above in terms of participation in sports or physical activity between 2013 and 2015? (AO3 2marks)</p> <ul style="list-style-type: none"> Participation has increased, and that boys are still more likely to take part in sport and physical activity than girls. | | | 2 | 2 |
| (b) | <p>Discuss, the strategies that's been used by local authorities and the government to increase involvement of girls in sport and physical activities.</p> <p>Accept any other UK strategies.</p> <p>(AO1 =2, AO3 4 marks) (6 marks)</p> | 2 | | 4 | 6 |

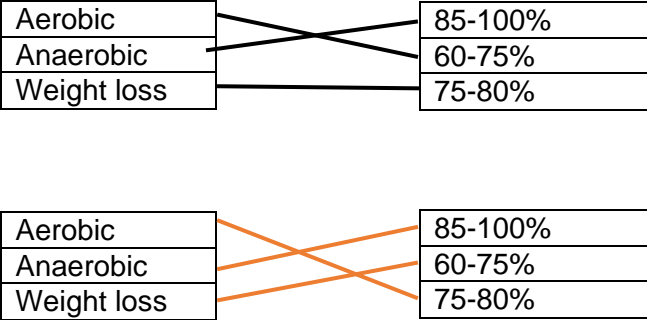
| | | |
|---|--|--|
| 3 | <p align="center">No marks are available in Band 3 for AO1</p> | <p align="center">3-4 marks</p> <ul style="list-style-type: none"> • Excellent, well-reasoned discussion on the strategies, that's been used by local authorities and the government to increase involvement in sport and physical activities within girls. • The discussion provides a variety of strategies with examples. e.g- <ol style="list-style-type: none"> 1. Target group coaches/leaders e.g WRU 'women's and girl's Game changers' 2. Programming of specific sessions FAW Girls Leagues & Turn Up & Play Centres, 3. School/PE programmes/role of education/Schools sports partnerships e.g AYP officers 4. Use of role models e.g Jade Jones 5. Concessions/cheaper entrance fees/reduced admission rates e.g free admission for u16 6. specialist facilities and equipment/open days/taster session • The use of a wide range of specialist terms is seen throughout the work. • As with a discussion, possible lack of strategies could be also explored. • The answer is balanced and detailed and focuses on the key content |
| 2 | <p align="center">2 marks</p> <p>Good knowledge of the Strategies to increase the involvement of girls in sport</p> | <p align="center">2 marks</p> <ul style="list-style-type: none"> • Good well-reasoned discussion on the strategies, that's been used by local authorities and the government to increase involvement in sport and physical activities within girls. • The discussion provides some strategies with examples. (see band 3 for possible examples) • The use of a wide range of specialist terms is seen throughout the work. • As with a discussion, possible lack of strategies could be also explored. • The answer has some detail and focuses on some areas of content. |
| 1 | <p align="center">1 mark</p> <p>Limited knowledge of the strategies to increase the involvement of girls in sport</p> | <p align="center">1 marks</p> <ul style="list-style-type: none"> • Limited discussion on the strategies, that's been used by local authorities and the government to increase involvement in sport and physical activities within girls. • The discussion provides strategies but lacks specific examples. (see band 3 for possible examples) |
| 0 | <p align="center">0 marks</p> <p>No knowledge of the barriers within disability sports.</p> | <p align="center">0 marks</p> <p>Not attempted No analysis</p> |

| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|----------|--|-----|-----|-----|-------|
| (c) |  <p><i>Hollie Arnold is a Paralympics Javelin gold medallist and a double world champion.</i></p> <p>Discuss how the following barriers would limit participation in sport for people with disabilities. (AO1=2, AO3 4 marks) (6 marks)</p> | 2 | | 4 | 6 |

Indicative Content:

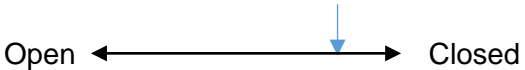
| Barrier | |
|-------------|--|
| Cost | <ul style="list-style-type: none"> The cost of specialised equipment e.g like throwing frames for athletes, crutches, sport-specific wheelchairs (such as those used in basketball, tennis and rugby) and coaching will impact the opportunities to try new sports. |
| Access | <ul style="list-style-type: none"> A combination of opportunity, provision and esteem / factors that affects a persons ability to take part in sport and recreation. Availability of facilities/how easy it is to play/ where facilities exist / transport, will impact the opportunities to take part. Lack of early experiences in sport (this varies between individuals and whether a disability is from birth or acquired later in life) Lack of understanding and awareness of how to include people with a disability in sport Limited opportunities and programmes for participation, training and competition. |
| Role models | <ul style="list-style-type: none"> There is a lack of role models within disability sports, although there is an increase. But, compared to able sports role models, there is certainly a disparity. Women with disabilities have 'double discrimination' in disability sport – being disabled and being a woman. There are statistically less women with disabilities across the spectrum than men and women are less prone to taking up sport. In 2005, it was estimated that women make up only about one-third of athletes with disabilities in international competitions. (www.sportanddev.org) |

| | | |
|-----------------|--|---|
| <p>3</p> | <p>No marks are available in Band 3 for AO1</p> | <p>3-4 marks</p> <p>Excellent, well-reasoned discussion on the barriers that limit participation in sport for people with disabilities.</p> <p>The discussion provides a variety of examples of the type of barriers within disability sports. e.g.:</p> <p>The use of a wide range of specialist terms is seen throughout the work. The answer is balanced and detailed and focuses on the key content</p> |
| <p>2</p> | <p>2 marks</p> <p>Good knowledge of the three barriers within disability sports</p> | <p>2 marks</p> <p>Good well-reasoned discussion on the barriers that limit participation in sport for people with disabilities. The discussion provides some examples of the type of barriers within disability sports. (see band 3 for possible examples) The use of a wide range of specialist terms is seen throughout the work. The answer has some detail and focuses on some areas of content.</p> |
| <p>1</p> | <p>1 mark</p> <p>Limited knowledge of barriers within disability sports</p> | <p>1 marks</p> <p>Limited discussion on the strategies, that's been used by local authorities and the government to increase involvement in sport and physical activities within girls.</p> <p>The discussion provides strategies but lacks specific examples of barriers within disability sports. (see band 3 for possible examples)</p> |
| <p>0</p> | <p>0 marks</p> <p>No knowledge of barriers within disability sports</p> | <p>0 marks</p> <p>Not attempted No analysis</p> |

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|----------|--|-----|-----|-----|-------|
| (d) | <p>Athletes need to train efficiently and appropriately in order to 'peak' for major competitions.</p> <p>Draw a line from the 3 different training zones to the correct intensity.</p>  <p>If anaerobic is incorrect, it is still possible to gain 2 marks for weight loss and Aerobic</p> | 3 | | | 3 |
| (e) | <p>Discuss how a sport person may have used goal setting in their training programme. (AO1 =2, AO3=4 marks) (6marks)</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • SMART targets • Show success • Monitor progress • Plan/adapt training • Provide motivation • Provide focus • Increase confidence/control anxiety/feel more in control • Provide mental preparation • Provide adherence • The answer is balanced and detailed and focuses on the key content | 2 | | 4 | 6 |

| | | |
|----------|---|---|
| 3 | No marks are available in Band 3 for AO1 | <p style="text-align: center;">3-4 marks</p> <ul style="list-style-type: none"> • Excellent, well-reasoned discussion of how goal setting can be used in a training programme • Explicit links between the effect of goal setting on improving performance e.g- • The answer is balanced and detailed and focuses on the key content |
| 2 | <p style="text-align: center;">2 marks</p> <p>Good knowledge of how goal setting.</p> | <p style="text-align: center;">2 marks</p> <ul style="list-style-type: none"> • Good well-reasoned discussion of how goal setting can be used in a training programme. • Clear links between the effect of goal setting on improving performance (see band 3 for examples) • The answer has some detail and focuses on some areas of content. |
| 1 | <p style="text-align: center;">1 mark</p> <p>Limited knowledge of how goal setting</p> | <p style="text-align: center;">1 marks</p> <ul style="list-style-type: none"> • Limited discussion of how goal setting can be used in a training programme. • The answer has some limited detail and focuses on some areas of content. |
| 0 | <p style="text-align: center;">0 marks</p> <p>No knowledge of how goal setting</p> | <p style="text-align: center;">0 marks</p> <p>Not attempted No analysis</p> |

| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|----------|---|-----|-----|-----|-------|
| 5 (a) | <p>Using sporting examples, explain two characteristics of skilful performance. (AO2 4 marks) 2x2 marks</p> <p>Effective</p> <ul style="list-style-type: none"> • Being accurate (for example in placing passes where you want them to go) • Being consistent (for example in placing passes where you want them to go) • Control • Confidence <p>Efficient</p> <ul style="list-style-type: none"> • Good preparation of technique • Good action of technique • Good recovery of technique • Fluent movements • Aesthetically pleasing <p>Responsive</p> <ul style="list-style-type: none"> • Adaptive • Good anticipation • Good judgment • Appropriate decision-making • Can disguise shots or movements • Can use a range of techniques <p><i>A skillful Center in Netball for example would illustrate the following:</i></p> <ul style="list-style-type: none"> • <i>Move around the whole court, well balanced and with fluent movements and footwork. Show good posture, speed and reactions.</i> • <i>Select the correct pass at the correct moment and time. Passes will also be refined, precise and effortless.</i> • <i>Have the ability to read the game, by watching opponents' actions.</i> • <i>Play to own strengths and opponent's weaknesses (tactics).</i> • <i>Appear to move effortlessly and carry out actions with ease and without thinking.</i> • <i>Perform a wide variety of skills and shots.</i> | | 4 | | 4 |

| Question | Mark scheme | AO1 | AO2 | AO3 | Total | | | | | | | | |
|-------------------|---|-------------------|-----------------|-----------|------------------------------|-------------|----------------------------------|------------|---------------------------|---|--|--|---|
| (b) | <p>A free kick in football has been placed on the open/closed continuum below</p> <p style="text-align: center;">  </p> <p>Justify why taking a free kick in a football match has been placed at this point on the continuum. (AO2 3 marks)</p> <ul style="list-style-type: none"> • These skills take place in a stable, predictable environment and the performer knows exactly what to do and when. • Skills are not affected by the environment and movements follow set patterns and have a clear beginning and end. • The skills tend to be self-paced. | | 3 | | 3 | | | | | | | | |
| (c) (i) | <p>Identify one characteristic of an individual within each stage of learning (AO1 3 marks)</p> <p>Award 1 mark per stage</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Stage of learning</th> <th>Characteristics</th> </tr> </thead> <tbody> <tr> <td>Cognitive</td> <td>Inconsistent, makes mistakes</td> </tr> <tr> <td>Associative</td> <td>Understands, becoming consistent</td> </tr> <tr> <td>Autonomous</td> <td>Consistent and effective.</td> </tr> </tbody> </table> | Stage of learning | Characteristics | Cognitive | Inconsistent, makes mistakes | Associative | Understands, becoming consistent | Autonomous | Consistent and effective. | 3 | | | 3 |
| Stage of learning | Characteristics | | | | | | | | | | | | |
| Cognitive | Inconsistent, makes mistakes | | | | | | | | | | | | |
| Associative | Understands, becoming consistent | | | | | | | | | | | | |
| Autonomous | Consistent and effective. | | | | | | | | | | | | |

| | | | | | |
|-------|--|---|---|---|---|
| (ii) | <p>Explain how guidance is used by coaches, for performers in the cognitive and autonomous stages of learning. (AO2 - 4 marks) 2x2 marks: looking for what and why per stage</p> <ul style="list-style-type: none"> • Mechanical guidance involves the use of equipment to help support the learner and shape the skill. • And is best used during the cognitive stage of learning. • As it helps the performer learn a movement whilst building confidence and getting a sense of how it should feel. • Manual guidance uses physical support and is best used with competent performers during the autonomous stage of learning. • As it gives kinesthetic awareness and confidence to the learner. • Verbal Guidance cognitive simple and generic • Autonomous technical and specific • Visual Guidance cognitive intro to movement never seen • Automotive analysis of movement | | 4 | | 4 |
| (iii) | <p>Discuss how the use of technology could benefit coaches(AO1 = 2 AO3 4 mark) (6 marks)</p> <p>Indicative content</p> <p>How and why does the coach use technology?</p> <ul style="list-style-type: none"> • Objective data • Information gathered on: individuals, team, and opposition. • Speeds up feedback • Specific focus on training sessions and game tactics • Identification of strengths/ weaknesses <i>e.g. tailor training programmes</i> • Video analysis has the advantage of slow motion, split screens and freeze frame features to enhance demonstration analysis-.gps data, data from drones • Such technologies can be used as demonstrations for learners | 2 | | 4 | 6 |

| | | | | | |
|--|---|--|--|--|--|
| | <ul style="list-style-type: none"> • Video can be used to create and gather data that helps to analyse individual performances. Linked to computer software, this data can be presented in a variety of ways to identify areas for improvement, to provide feedback and to monitor progress over time. • Gives knowledge of the body – Heart Rate/training zones/instant feedback/GPS • Improves safety e.g. helmets – longevity of players • Rehabilitation • Training equipment – get the best out of players/new training equipment | | | | |
|--|---|--|--|--|--|

| | | |
|----------|--|---|
| 3 | No marks are available in Band 3 for AO1 | <p style="text-align: center;">3-4marks</p> <ul style="list-style-type: none"> • Excellent, well-reasoned discussion of how the use of technology could benefit coaches. <p>The answer is balanced and detailed and focuses on the key content</p> |
| 2 | 2 marks Good knowledge of how technology could benefit coaches | <p style="text-align: center;">2 marks</p> <ul style="list-style-type: none"> • Good well-reasoned discussion of how the use of technology could benefit coaches. <p>The answer has some detail and focuses on some areas of content.</p> |
| 1 | 1 mark Limited knowledge of the use of technology could benefit coaches. | <p style="text-align: center;">1 marks</p> <ul style="list-style-type: none"> • Limited discussion of how the use of technology could benefit coaches.. <p>The answer has some limited detail and focuses on some areas of content.</p> |
| 0 | 0 marks No knowledge of how the use of technology could benefit coaches | <p style="text-align: center;">0 marks</p> <p>Not attempted No analysis</p> |

| Question | Mark scheme | AO1 | AO2 | AO3 | Total | | | | | | | | | | | | | | |
|--|---|---|---|----------------|---|---|-------------------|---|--------------------|--|----------------|-------------|-----------------------|----------------|-----------------|---|--|--|---|
| (d) | <p data-bbox="347 259 1007 327">Identify four types of funding available for elite (autonomous) athletes. AO1 (4 marks)</p> <table border="1" data-bbox="347 360 1002 1160"> <tr> <td data-bbox="359 371 991 439">1. gate receipts/money from paying spectators</td> </tr> <tr> <td data-bbox="359 445 991 512">2. selling advertising space to companies around the pitch or on clothing</td> </tr> <tr> <td data-bbox="359 519 991 564">3. endorsement</td> </tr> <tr> <td data-bbox="359 571 991 616">4. media funding/TV money/pay per view TV</td> </tr> <tr> <td data-bbox="359 622 991 689">5. merchandising/club shops/selling club shirts</td> </tr> <tr> <td data-bbox="359 696 991 741">6. club lotteries</td> </tr> <tr> <td data-bbox="359 748 991 815">7. hiring facilities for corporate or entertainment</td> </tr> <tr> <td data-bbox="359 822 991 866">8. selling players</td> </tr> <tr> <td data-bbox="359 873 991 974">9. private investors e.g. family member/floating on stock market/becoming a PLC/shareholders</td> </tr> <tr> <td data-bbox="359 981 991 1025">10 prize money</td> </tr> <tr> <td data-bbox="359 1032 991 1077">11. Charity</td> </tr> <tr> <td data-bbox="359 1084 991 1128">12. Local Authorities</td> </tr> <tr> <td data-bbox="359 1135 991 1180">13. Government</td> </tr> <tr> <td data-bbox="359 1187 991 1232">14. Sponsorship</td> </tr> </table> <p data-bbox="347 1198 478 1220">4x1 mark</p> | 1. gate receipts/money from paying spectators | 2. selling advertising space to companies around the pitch or on clothing | 3. endorsement | 4. media funding/TV money/pay per view TV | 5. merchandising/club shops/selling club shirts | 6. club lotteries | 7. hiring facilities for corporate or entertainment | 8. selling players | 9. private investors e.g. family member/floating on stock market/becoming a PLC/shareholders | 10 prize money | 11. Charity | 12. Local Authorities | 13. Government | 14. Sponsorship | 4 | | | 4 |
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