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# **GCE AS MARKING SCHEME**

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**SUMMER 2025**

**AS  
PHYSICAL EDUCATION - COMPONENT 1  
B550U10-1**

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## About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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# GCE AS PHYSICAL EDUCATION

## COMPONENT 1

### SUMMER 2025 MARK SCHEME

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | AO1 | AO2 | AO3 | Total |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
| 1. (a)   | <p><b>Identify the line that represents the Aerobic energy system.</b></p> <p><i>Award 1 mark for</i></p> <p>B</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1   |     |     | 1     |
| (b)      | <p><b>Outline three characteristics of the ATP-PC energy system.</b></p> <p><i>3x1 mark</i></p> <p>Characteristics:</p> <ul style="list-style-type: none"> <li>• Oxygen not required therefore energy is released immediately (Anaerobic)</li> <li>• ATP is resynthesised quickly</li> <li>• No waste or by products formed (Alactic)</li> <li>• High intensity exercise can be completed for up to 8-12 seconds</li> <li>• Short/fast period for of 50% recovery</li> <li>• Reference to system being explosive /ballistic /powerful /high intensity</li> <li>• Fast release of energy</li> <li>• CP is broken down/used to resynthesie ATP from ADP</li> <li>• Limited to stores of CP in the body</li> <li>• Full recovery takes up to three/four minutes</li> </ul> <p>Accept similar but <b>do not accept</b> repeated points, short bursts and lots of energy</p> | 3   |     |     | 3     |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | AO1 | AO2 | AO3 | Total |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
| (c)      | <p><b>Identify two factors that can potentially speed up the removal of lactic acid following high intensity exercise.</b></p> <p><i>2x 1 mark</i></p> <ul style="list-style-type: none"> <li>• Active Cool down/Stretching</li> <li>• Compression clothing</li> <li>• Massage/foam rollers/therapy guns/ recovery boots</li> <li>• Ice bath</li> <li>• Correct hydration/water (levels)</li> <li>• Use of supplementation</li> <li>• Greater VO<sub>2</sub>max/higher levels of fitness</li> </ul> <p><b>do not accept</b> repeated points – Protein and Carbohydrate consumption not relevant to lactic acid removal</p>                                                                               | 2   |     |     | 2     |
| (d)      | <p><b>During extended periods of high intensity exercise lactic acid is formed.</b></p> <p><b>Explain the function of Cori Cycle in the removal of lactic acid.</b></p> <p><i>1-2 marks for a basic explanation</i></p> <p>Lactic Recovery system<br/>Lactate/lactic acid to liver – delivered via the blood<br/>Uses O<sub>2</sub><br/>Recycles lactate/makes use of lactate/lactate becomes useful</p> <p><i>3-4 marks for a detailed explanation (including key information)</i></p> <p>Cori Cycle:<br/>Converted to pyruvic acid<br/>Converted to glycogen / glucose<br/>Converted to protein<br/>Excreted in sweat / urine<br/>65% converted to CO<sub>2</sub> +H<sub>2</sub>O.<br/>Oxidisation</p> |     | 4   |     | 4     |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | AO1       | AO2      | AO3      | Total     |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|
| (e)      | <p><b>Describe how exercise can reduce the risk of obesity and other related diseases.</b></p> <p><i>1-2 marks for a basic description</i><br/> <i>3-4 marks for a detailed description</i></p> <p><i>Obesity and 'another' must be present for max marks</i></p> <p><b>Indicative content</b></p> <p>Exercise burns calories<br/> Uses carbohydrate/glycogen avoid storage of excess<br/> Low intensity exercise for long periods breaks down fat as fuel</p> <p>Energy balance equation – negative/neutral energy balance</p> <p>In combination with a balanced diet, help to maintain a healthy weight and therefore energy balance</p> <p>Lowers stress levels (which impact on physical health and mental health and also can lead to over eating – obesity link)</p> <p>Increase levels of HDL or "good" cholesterol, which is responsible for reducing the bad LDL cholesterol thus reducing the risk of developing coronary heart disease, stroke etc.</p> <p>Lowers the threat of high blood pressure (hypertension) by helping to achieve more elastic blood vessels (vasomotor control).</p> <p>Exercise helps control high blood sugar levels to prevent or control diabetes.</p> <p>Boosts the immune system (also linked to lower stress levels).</p> <p>Promotes bone density to protect against osteoporosis.</p> <p>Increases self-confidence (body image)/mood</p> <p>Cardiac Hypertrophy – increase heart health</p> <p><i>Accept any other appropriate/relevant response</i></p> | 4         |          |          | 4         |
|          | <b>Totals</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>10</b> | <b>4</b> | <b>0</b> | <b>14</b> |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | AO1 | AO2 | AO3 | Total |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
| 2. (a)   | <p><b>Identify the type of muscle contraction taking place. Tick one box only:</b></p> <p><i>Award 1 mark for:</i></p> <p>Isometric Contraction</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1   |     |     | 1     |
| (b)      | <p><b>Describe why power and coordination are required in a team game.</b></p> <p><i>2 x 1 mark for why of each component is required</i></p> <p>Co-ordination is required for:<br/> Efficient movement of several body parts at the same time<br/> Greater accuracy of technique(s)/skill(s)<br/> Increased awareness of self and others – <i>accept link made to team communication/organisation as well as physical coordination of own body.</i></p> <p>Power is required for:<br/> Greater speed<br/> Greater strength<br/> More impact/explosion/force/acceleration</p> <p><i>Definition of component can be used to formulate the answer, but no AO1 marks for definition on its own</i></p> | 2   |     |     | 2     |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | AO1 | AO2 | AO3 | Total |
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| (c)      | <p><b>Explain, using examples, the changes in force between each point on the graph in figure 3.</b></p> <p><i>1-2 marks for a basic explanation<br/>3-4 marks for a detailed explanation</i></p> <p><i>No marks awarded for description of graph – must include/linked to sporting example(s)</i></p> <p><i>A detailed response may not necessarily include 4 correct point references.</i></p> <p>A-B the horizontal line this indicates the athlete is standing still or is applying a steady force into the block, there is no motion. (Law of inertia)</p> <p>B-C the positive curve shows acceleration e.g. the athlete moving out of the blocks/Weightlifter initiating the lift (equal + opposite reaction)</p> <p>C-D the regular diagonal line shows more force being produced. The athlete is accelerating e.g. running to their maximum speed/weightlifter producing the snatch movement (<math>F=MA</math>)</p> <p>D-E the plateau suggests a force is still constantly being applied e.g. reaching max speed and maintaining it or max force production holding the weight above the head in a snatch position (Law of inertia). Race is/has ending/ended but breaking force is needed to stop/slow down, so is still high.</p> <p><i>Consider various point combinations A-B, A-C, B-D and C-E answers.</i></p> |     | 4   |     | 4     |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | AO1 | AO2 | AO3 | Total |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
| (d)      | <p><b>Analyse using specific examples, the different performance analysis techniques that may be used to develop the tactical aspects of a player's performance.</b></p> <p><b><u>Indicative content:</u></b></p> <p>Tactical aspects: good tactical play is about decision-making, being in the right place at the right time, following set/patterns of play/formations</p> <p><i>Types of analysis to be accepted:</i><br/> <i>Notational Analysis: statistical – patterns of play – technical errors and achievements</i><br/> <i>Video Analysis – whole game/player cam</i><br/> <i>GPS or time motion analysis (heat maps/distance covered)</i><br/> <i>HR monitors (work rest/work rate)</i><br/> <i>Coach observation</i></p> <p>Notational analysis<br/> Provides raw data, it can help in making more informed decisions about performance.<br/> Coaches may use this information to work out if a training intervention has been successful or identify the player's or opponent players areas of strength and weaknesses (esp. relating to tactics). Software such as Prozone to help match analysis - speed of analysis and improves depth of analysis.</p> <p>Stats be interpreted differently and positional differences need to be considered.<br/> Slower compared to live/coach observation<br/> Requires several coaches/experts. Players can become too focuses on stats</p> <p>Video analysis<br/> Look at patterns of play, errors and work/rest intervals of players, freeze and slow mo formations and positions (start positions-end positions) Can be saved and revisited.<br/> Performer can look/analyse as well as coach.<br/> Post performance review can take away the emotion from live feedback</p> <p>Positional differences need to be considered.<br/> Slower compared to live/coach observation</p> | 2   | 3   | 3   | 8     |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | AO1      | AO2      | AO3      | Total     |
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|          | <p>Requires several coaches/experts. Specialist equipment is needed for better quality video evidence.</p> <p>GPS – using distance covered and area of pitch the player is situated (heat map) can give an idea of positional play or players time spent in the correct/incorrect position.<br/>Times/averages speeds<br/>And this can be used to improve tactical play and understanding-visual representation.<br/>Might not take into consideration the position of other team players/opponents, time spent attacking/defending, times/averages spent covering other players mistakes.</p> <p>HR – more of a physical analysis tool, but can be used to monitor effort/and work rate linked to tactical aspects of performance.<br/>Good for raw data to support /reinforce video/coach observations regarding implementation of tactics.<br/>HR can track effort and work rate, but this could be due to inefficient work and not following tactical advice in the first place</p> <p>Coach observation<br/>Live and instant feedback can be given on performance. Effecting real time change in performance. Same advice and improvements can be made as during a video feedback session.<br/>Coach/player relationships are important for this</p> <p>Difficult, if not impossible, for coaches to observe and remember all the key events occurring within a training session. 30-50% of the key performance factors remembered.<br/>Coaches may form biased/personal views of their athletes.<br/>Views may be obstructed or the coach's position may not allow them to see the full field of play.<br/>Subjectivity/emotional in a heightened situation may lead to the coach making the wrong decision.</p> <p><i>See banding grid for distribution of marks</i></p> |          |          |          |           |
|          | <b>Totals</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>5</b> | <b>7</b> | <b>3</b> | <b>15</b> |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | AO1 | AO2 | AO3 | Total |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
| 3. (a)   | <p><b>Which of the following statements identifies the correct order of group formation? Tick one box only:</b></p> <p><i>Award 1 mark for:</i><br/>B. Forming, storming, norming, performing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1   |     |     | 1     |
| (b)      | <p><b>Evaluate how the behaviour of players can influence team cohesion.</b></p> <p><i>1 mark – limited evaluation – answer makes a judgement regarding how behaviour can influence cohesion. Answer lacks a consideration of ideas and terminology from the topic</i></p> <p><i>2 marks - basic evaluation – answer makes a judgement using ideas regarding behaviour having a positive and/or negative influence. Answer lacks specific terminology from the topic</i></p> <p><i>3 marks- good evaluation – answer makes judgements using valid ideas regarding behaviour having a positive and negative influence cohesion. Using some terminology from the topic</i></p> <p><i>4 marks - detailed evaluation - answer considers a range of valid ideas before making a judgement regarding how behaviour can both positively and negatively influence cohesion. Using specific terminology from the topic throughout</i></p> <p><b><u>Indicative content:</u></b></p> <p>Motivational losses/Co-ordinational losses</p> <p>Shared goal/lack of shared goal</p> <p>Decrease in productivity of the team: faulty processes / actual productivity = potential productivity – higher percentage of faults may lead to poor performances and then lack of cohesion moving forward</p> <p>Social loafing – hiding within the team / reduced effort of individuals Ringleman effect – as group size increases performance increases / more social loafers</p> |     |     | 4   | 4     |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | AO1 | AO2 | AO3 | Total |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
|          | <p>Positive task cohesion – more productive/more success – success breed cohesion<br/> Poor task cohesion – no common goal, poorer performances/lack of success lower cohesion<br/> Positive social cohesion – less focus on goals, success not a key factor in staying together<br/> Poor social cohesion – lack of group interaction, less likely to stay together.</p> <p>6I's - Interaction, Interpersonal relationships, identity, interdependence, interdependence, identical norms and values (could be linked to attitude)</p> <p>Environmental Factors: These relate to the situation the team is in, such as the size of the team, the time spent together, the facilities available, and the ages of the members.<br/> Personal Factors: This category focuses on individual member characteristics, including their ability, satisfaction, motivation, and personal traits.<br/> Leadership Factors: This includes the leadership style of the coach, their relationship with the players, and the overall leadership behaviour within the team.<br/> Team Factors: These relate to the team's collective goals, norms, desired level of success, and the shared experiences of the members</p> <p>Storming - Disagreement in roles/responsibilities<br/> Norming - Agreement of roles/responsibilities<br/> Performing – excelling in role/responsibilities</p> <p><i>Other relevant information which could be included.</i><br/> <i>Personality types - Type A/B behaviours.</i><br/> <i>Introvert/extrovert behaviours. But must link to cohesion of the group/team</i><br/> <i>Attitude – links to behaviour i.e. cognitive affective making behaviours. But must link to cohesion of the group/team</i></p> |     |     |     |       |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | AO1      | AO2      | AO3      | Total     |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|-----------|
| (c)      | <p><b>Assess the different motives for involvement in exercise, sport and physical activity</b></p> <p><b><u>Indicative content:</u></b></p> <p><i>Motives for involvement could be intrinsic and/or extrinsic. Candidates must assess the value/importance/impact on involvement.</i></p> <p>Intrinsic motives - fun, enjoyment in participating, excitement, personal accomplishment (improvements in physical, psychological, social well-being) pride and satisfaction in performance/improvement.<br/>Personal goals/targets<br/>Extrinsic motives - results from external factors e.g. rewards influence/encouragement from significant other (parent/coach/role model).<br/>These can be <b>tangible</b> (you can physically touch them) e.g. medals, badges, prizes, money. Or they can be <b>intangible</b> e.g. praise and status.</p> <p>Generally people who participate in sport are more intrinsically motivated. Although extrinsic motivators have been used to boost intrinsic motivation.<br/>This is most successful when the rewards are linked to improvements in performance or special achievements. These are called contingent rewards e.g. grading system in Karate, swimming badges.</p> <p>In some cases the use of extrinsic rewards can reduce intrinsic motivation, as they can be seen as controlling. Should the extrinsic rewards disappear, some individuals may stop participating in the activity.<br/>Advantages of motivation include:<br/>Drive to succeed<br/>Performers remain more focused<br/>Allows achievement of goals<br/>Increases the intensity of ones effort<br/>Performers will have persistence when adversity occurs</p> <p>Disadvantages:<br/>Extrinsic motivation is not sustainable one reward is removed.<br/>If the reward remains the same motivation can reduce.<br/>Taking part just for a reward can make the activity less enjoyable</p> <p><i>See banding grid for mark allocation</i></p> |          | 4        | 4        | 8         |
|          | <b>Totals</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>1</b> | <b>4</b> | <b>8</b> | <b>13</b> |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | AO1 | AO2 | AO3 | Total |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
| 4. (a)   | <p><b>Analyse the role of universities in the codification and rationalisation of modern sport</b></p> <p><b><u>Indicative content:</u></b></p> <p>Athleticism – following on from Public Schools influence – promoting improvements in performance/designated areas of play/training<br/> Development of moral integrity through the development of rules<br/> Development of sportsmanship through competitions and leagues<br/> Oxbridge melting pot – where games and rules became standardised<br/> Establishment of governing bodies lead to regular competitions<br/> Ex public school boys travelled the British empire and introduced sport through teachers/army officers/church/industry<br/> Industrialists developed factory teams.<br/> Officers used sport with army troops<br/> Politicians introduced acts of parliament for public provision of facilities<br/> Influence on the National Curriculum</p> <p><b>For AO3 marks candidates must link the history to modern day.</b></p> <p><i>See banding grids for mark allocation</i></p> | 2   | 2   | 4   | 8     |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | AO1      | AO2      | AO3      | Total     |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|-----------|
| (b)      | <p><b>Discuss the idea, there is gender equality in sport.</b></p> <p><b><u>Indicative content:</u></b></p> <p><i>Gender equality is the idea that there is equal access to sports and sporting competitions for all genders</i></p> <p>Opportunity –<br/> Availability of adequate facilities<br/> Acceptance of religious beliefs<br/> Amount of free time for sport<br/> Income/Pay - particularly profession sport pay gaps</p> <p>Provision –<br/> Access to coaches<br/> Affordability<br/> Disability constraints<br/> Access to quality equipment<br/> Access to teams/training/leagues/competition</p> <p>Esteem –<br/> Role models<br/> Belief in own ability<br/> Traditional stereotypes<br/> Confidence to participate</p> <p>Additional content –<br/> Resistance to equality for any gender other than Males<br/> Stereotyping of female roles in society<br/> Female sexploitation<br/> Association of sports like gym, netball and dance to female athletes.<br/> Looking unfeminine/too masculine<br/> Coverage from media</p> <p><i>See banding grids for mark allocation</i></p> | 2        | 1        | 3        | 6         |
|          | <b>Totals</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>4</b> | <b>3</b> | <b>7</b> | <b>14</b> |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | AO1 | AO2 | AO3 | Total |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
| 5.       | <p><b>Analyse how guidance and feedback could vary according to the stage of learning of a performer.</b></p> <p><b><u>Indicative content:</u></b></p> <p>Stages of learning</p> <p>Cognitive<br/>This is the beginner phase. In this phase demonstrations are important, together with clear verbal explanations. The visual demonstrations give the learner a mental picture of the movement. Verbal cues can be used to ensure the correct sequencing of the movement. In this phase the learner has limited attention capacity so instructions should be brief and to the point. Manual guidance might also be used in this stage to guide the learner through the movement. This phase is characterised by lots of mistakes. Extrinsic feedback, especially positive reinforcement of correct responses, is needed to help the learner progress to the associative phase.</p> <p>Associative<br/>In this stage the learner has a mental picture of what is required but still makes mistakes. Movement patterns are more fluent, and the learner now begins to refine skills that are well learned. The learner begins to know the 'feel' of the movement and so can begin to use kinaesthetic feedback. However, they still need extrinsic feedback from the teacher/coach especially highlighting correct technique and timing. Faults need to be corrected at this stage to stop the learner developing bad habits.</p> <p>Autonomous<br/>Movement patterns are now well learned and are performed competently and they have become automatic. This means that the learner does not have to concentrate on performance so will have spare attention capacity, enabling them to concentrate on other things. The learner will make greater use of kinaesthetic information but will also still benefit from more complicated technical feedback from their teacher/coach.</p> | 2   | 6   | 6   | 14    |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | AO1 | AO2 | AO3 | Total |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|
|          | <p><b>Guidance</b></p> <p><b>Visual -</b><br/> used in all stages of learning, but particularly valuable in the cognitive stage. Examples include <b>DEMONSTRATION</b> – this includes physical demonstration by teacher / coach or other competent performer, visual aids e.g. charts showing stages of a skill, video of ‘ideal’ performance and modifying the display e.g. putting markers on the floor when teaching a lay up shot to ensure correct foot placement. The important point here is that the demonstration must be accurate so that the learner builds up the correct picture.</p> <p>When using video in associative and autonomous stages, demonstrations can be slowed down to highlight points of detail e.g. looking at the different phases of a gymnastics vault.</p> <p>Advantages include:<br/> Learner can see accurate performance.<br/> Demonstrations can be repeated.<br/> With video ‘slow motion’ can help individual learn skill accurately.<br/> Helps to form a mental image of correct performance.</p> <p>Disadvantage:<br/> Problems if no accurate image available.</p> <p><b>Verbal –</b><br/> This is used a lot by teachers/coaches to explain the task and describe the actions. It is also used effectively to highlight important performance cues e.g. counting beat out loud in dance. It is most often used in conjunction with visual guidance.</p> <p>Advantages include:<br/> Effective questioning by coaches/teachers can enhance learning and understanding.<br/> Effectively combined with visual guidance to paint a more accurate picture for learner.</p> <p>Disadvantages:<br/> Some verbal instructions are too long and complicated – beginners often have short attention spans (limited capacity to process information).<br/> Some movements cannot be accurately explained.</p> |     |     |     |       |

| Question | Mark Scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | AO1       | AO2       | AO3       | Total     |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|
|          | <p><b>Manual / mechanical -</b><br/>This form of guidance involves physical contact/ support. Often used when there is an element of danger e.g. use of safety harness in trampolining</p> <p>Advantages include:<br/>In potentially hazardous activities it can be used to prevent learner making inaccurate movements.<br/>In dangerous situations it can help a performer deal with fear by providing a safe environment.<br/>Helps individual to develop kinaesthetic awareness (the feel) of the motion.<br/>Useful in early stages of learning when teacher/coach can position limbs/body parts of learner e.g. correct hand position on ball when shooting in netball</p> <p>Disadvantages:<br/>Should not be overused as performers can become dependent on support.<br/>Can give learners an unrealistic 'feeling' of the motion e.g. they do not take their full body weight and can therefore experience failure on removal of manual/mechanical guidance.</p> <p><b>Feedback</b></p> <p><b>Intrinsic</b><br/>Information from your senses, advantage to autonomous performers due to increased kinaesthetic awareness.</p> <p><b>Extrinsic</b><br/>Information from external sources, advantage in the cognitive stage to praise and motivate, associate stage used to refine performance, autonomous stage to inform of errors</p> <p>Timing of feedback (concurrent, terminal, delayed etc.) and the effects on the stages of learning</p> <p><i>Also accept reference to:<br/>Knowledge of Performance/Knowledge of results<br/>Links to positive/negative reinforcement which could be used to give feedback.</i></p> <p><i>See banding grids for mark allocation</i></p> |           |           |           |           |
|          | <b>Totals</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>2</b>  | <b>6</b>  | <b>6</b>  | <b>14</b> |
|          | <b>AO Totals</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>22</b> | <b>24</b> | <b>24</b> | <b>70</b> |

| <b>Question</b> | <b>AO1</b> | <b>AO2</b> | <b>AO3</b>   | <b>Total</b> |
|-----------------|------------|------------|--------------|--------------|
| 1               | 10*        | 4          | 0            | <b>14</b>    |
| 2               | 5          | 7*         | 3 (3xA)      | <b>15</b>    |
| 3               | 1          | 4          | 8 (4xA, 4xE) | <b>13</b>    |
| 4               | 4          | 3          | 7 (3xA,)     | <b>14</b>    |
| 5               | 2          | 6          | 6 (4xA, 4xE) | <b>14</b>    |
| <b>TOTAL</b>    | <b>22</b>  | <b>24</b>  | <b>24</b>    | <b>70</b>    |

\*Quantitative marks

## **Banding Grids**

2. (d)

| <b>Band</b> | <b>AO1<br/>(2marks)</b>                                                                                                                            | <b>AO2<br/>(3marks)</b>                                                                                                       | <b>AO3<br/>(3marks)</b>                                                                                                                                                                                                                                                        |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3</b>    |                                                                                                                                                    | <b>3 marks</b><br>Excellent application and appropriate sporting examples used for tactical performance analysis of a player. | <b>3 marks</b><br>Excellent analysis of different performance analysis methods that may be used to develop the tactical performance of a player.<br><br>There are links between the performance analysis technique & the effect on developing sporting performance throughout. |
| <b>2</b>    | <b>2 mark</b><br>Good knowledge of the different performance analysis techniques that may be used to analyze the tactical performance of a player. | <b>2 marks</b><br>Good application and some sporting examples used for tactical performance analysis of a player.             | <b>2 marks</b><br>Good analysis of a performance analysis methods that may be used to develop the tactical performance of a player.<br><br>There is a link between the performance analysis technique & developing sporting performance.                                       |
| <b>1</b>    | <b>1 mark</b><br>The candidate correctly identifies ways of analyzing the tactical performance of a games player.                                  | <b>1 mark</b><br>Limited application for tactical performance analysis of a player.                                           | <b>1 mark</b><br>Limited analysis of performance analysis methods that may be used to develop the tactical performance of a player.<br><br>Performance analysis technique & developing sporting performance are referenced                                                     |
| <b>0</b>    | <b>0 mark</b><br>Response did not meet the minimum requirement                                                                                     | <b>0 mark</b><br>Response did not meet the minimum requirement                                                                | <b>0 mark</b><br>Response did not meet the minimum requirement                                                                                                                                                                                                                 |

3. (c)

| <b>Band</b> | <b>AO2<br/>(4marks)</b>                                                                                                                                                      | <b>AO3<br/>(4marks)</b>                                                                                                                                                                                                                 |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b>    | <b>4 marks</b><br>Excellent application of the different motives for a person's involvement in exercise, sport and physical activity. Using specific terminology throughout. | <b>4 marks</b><br>Excellent assessment the different motives for a person's involvement in exercise, sport and physical activity. Specific terminology is used throughout. Advantages and disadvantages explored in depth.              |
| <b>3</b>    | <b>3 marks</b><br>Good application of motives for a person's involvement in exercise, sport and physical activity. Some specific terminology is used.                        | <b>3 marks</b><br>Good assessment of the different motives for a person's involvement in exercise, sport and physical activity. Advantages and disadvantages are mentioned but tend to be one sided. Some specific terminology is used. |
| <b>2</b>    | <b>2 marks</b><br>Basic application of motives for a person's involvement in exercise, sport and physical activity. Answer lacks use of terminology.                         | <b>2 marks</b><br>Basic assessment of motives on the involvement of a person in exercise, sport and physical activity. Advantages or disadvantages are mentioned. Answer lacks use of terminology.                                      |
| <b>1</b>    | <b>1 mark</b><br>Limited application of a motive for a person's involvement in exercise, sport and physical activity. No use of specific terminology                         | <b>1 mark</b><br>Limited assessment of a motive for involvement in exercise, sport and physical activity. No use of specific terminology                                                                                                |
| <b>0</b>    | <b>0 mark</b><br>Response not worthy of a mark                                                                                                                               | <b>0 mark</b><br>Response not worthy of a mark                                                                                                                                                                                          |

4 (a)

| Band | AO1<br>(2marks)                                                                                                  | AO2<br>(2 marks)                                                                                                                                                | AO3<br>(4 marks)                                                                                                                                                                                                                             |
|------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3    |                                                                                                                  |                                                                                                                                                                 | <b>4 marks</b><br>Excellent analysis of the role of the University systems in the codification and rationalism of modern sport<br>The response has included key factors and impact on modern sport and shows an accurate use of terminology. |
| 2    | <b>2 marks</b><br>Good knowledge of the role of Universities in the codification and rationalism of modern sport | <b>2 marks</b><br>Good application of knowledge. Such as examples to specific sports/explanation of the processes that influenced codification and rationalism. | <b>2-3 marks</b><br>Good analysis of the role of the University systems in the codification and rationalism of modern sport<br>The response includes some factors and their impact on modern sport and has use of some terminology.          |
| 1    | <b>1 mark</b><br>Limited knowledge of the role of Universities in the codification/ rationalism of modern sport  | <b>1 mark</b><br>Limited application of knowledge. Answer lacks examples/explanation of the processes that influenced codification/rationalism.                 | <b>1 mark</b><br>Limited analysis of the role of the University systems in the codification and rationalism of modern sport                                                                                                                  |
| 0    | <b>0 marks</b><br>Response not worthy of a mark                                                                  | <b>0 marks</b><br>Response not worthy of a mark                                                                                                                 | <b>0 marks</b><br>Response not worthy of a mark                                                                                                                                                                                              |

4. (b)

| Band | AO1 (2 marks)                                                                                                                                                                                                                    | AO2 (1 mark)                                                                                                                                | AO3 (3 marks)                                                                                                                                                                                                                                           |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3    |                                                                                                                                                                                                                                  |                                                                                                                                             | <b>3 marks</b><br>Excellent discussion.<br>Answers will have depth and explore both sides of the discussion on whether barriers have been removed to allow or are still present to prevent equality towards genders in sport.                           |
| 2    | <b>2 marks</b><br>Good knowledge of the potential barriers that can be addressed to allow equality towards genders in sport.<br>Or the potential barriers that can be reinforced to prevent equality towards genders in sport.   |                                                                                                                                             | <b>2 marks</b><br>Good discussion.<br>Answers will have depth in a one-sided discussion/lack depth of discussion from both sides towards whether barriers have been removed to allow or are still present to prevent equality towards genders in sport. |
| 1    | <b>1 mark</b><br>Limited knowledge of the potential barriers that can be addressed to allow equality towards genders in sport.<br>Or the potential barriers that can be reinforced to prevent equality towards genders in sport. | <b>1 mark</b><br>Application of knowledge to support the presence of or lack of gender equality in sport. Including some relevant examples. | <b>1 mark</b><br>Limited discussion.<br>Answers will lack depth in a one sided discussion whether barriers have been removed to allow or are still present to prevent equality towards genders in sport.                                                |
| 0    | <b>0 mark</b><br>Response is not worthy of a mark                                                                                                                                                                                | <b>0 mark</b><br>Response is not worthy of a mark                                                                                           | <b>0 mark</b><br>Response is not worthy of a mark                                                                                                                                                                                                       |

5.

| Band | AO1<br>(2 marks)                                                                                                                | AO2 (6 marks)                                                                                                                                                                                                               | AO3 (6 marks)                                                                                                                                                                                                  |
|------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3    |                                                                                                                                 | <b>5-6 marks</b><br>Excellent application of how feedback and types of guidance could vary across the stages of learning. Answers show depth and use specific terminology. Relevant examples are used to support throughout | <b>5-6 marks</b><br>Excellent analysis of how feedback and types of guidance could vary across the stages of learning. Answers show depth of analysis and use specific terminology throughout.                 |
| 2    | <b>2 marks</b><br>Good knowledge of the feedback and types of guidance that can be used across the varying stages of learning   | <b>3-4 marks</b><br>Good application of how feedback and/or types of guidance could vary in stages of learning. Answers show some use of specific terminology. Some examples are used to support the answer.                | <b>3-4 marks</b><br>Good analysis of how feedback and types of guidance could vary within the stages of learning. Answers may be more analytical in guidance/feedback (unbalanced) with some terminology used. |
| 1    | <b>1 mark</b><br>Limited knowledge of the feedback and types of guidance that can be used across the varying stages of learning | <b>1-2 marks</b><br>Limited application of how feedback and types of guidance could vary in stages of learning. Answers lack use of specific terminology. Lacks the use of examples to support the answer.                  | <b>1- 2 marks</b><br>Limited analysis of how feedback/types of guidance could vary within a stage of learning. Limited terminology is used.                                                                    |
| 0    | <b>0 mark</b><br>Response is not worthy of a mark                                                                               | <b>0 mark</b><br>Response is not worthy of a mark                                                                                                                                                                           | <b>0 mark</b><br>Response is not worthy of a mark                                                                                                                                                              |