



GCE MARKING SCHEME

SUMMER 2024

**A LEVEL
PHYSICAL EDUCATION – COMPONENT 1
A550U10-1**

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.

GCE PHYSICAL EDUCATION

COMPONENT 1

SUMMER 2024 MARK SCHEME

Question	Mark Scheme	AO1	AO2	AO3	Total
1. (a)	Outline three risks that are associated with adopting a sedentary lifestyle. 3x1 mark • Hypertension. • Cardiac atrophy. • Obesity (plus obesity related risks). • Risk of osteoporosis. • Blood pressure. • Poor body image. • Higher levels of stress. • Lower self-confidence. • Lack of friendships. • Less recreation/play. (Accept any other reasonable answer but not duplicate).	3			3
(b)	Identify a risk assessment method used prior to engaging in an exercise programme. Tick <i>one</i> box only 1 mark for PARQ	1			1
(c) (i)	Identify three long-term musculo-skeletal adaptations that could occur following a training programme. 3x1 mark from the following • Increase in bone density. • Strengthen articular cartilage and ligaments. • Muscular hypertrophy. • Increase CP storage. • Changes to fibre types (1 - 2a or 2a -2b) • Thickening of tendons. • Increased force of muscular contractions. Plus any other relevant response.	3			3

Question	Mark Scheme	AO1	AO2	AO3	Total
(c) (ii)	Explain why VO₂ max increases following an aerobic training programme. 1-2 marks for basic explanation of adaptation (cardiac and/or respiratory) This may include a focus on intensity and duration of training 3-4 marks for detailed explanation of adaptations (cardiac and respiratory) Indicative content • Cardiac hypertrophy. • Increase in stroke volume. • Increase EDV/Reduce ESV. • Capillarisation (general). • Stronger vein/arteries. • Increased Cardiac output at max effort. • More blood per beat at max effort. • better distribution/redistribution of blood. • Capillarisation (Alveoli)/pulmonary diffusion. • Increased Tidal Volume. • Respiratory muscle hypertrophy. • Gases exchange better/more O₂ per breath. • More efficient Aerobic glycolysis/Use fat for fuel more often. • Increase minute Ventilation at max effort. • Increase in Red blood cells – haemoglobin carrying capacity. ○ <i>Linked to VO₂ Max increase.</i> Also could include: VO₂ max increased as a result of exercising at levels near your current VO₂ max.		4		4

Question	Mark Scheme	AO1	AO2	AO3	Total															
(d)	Explain how intensity and duration of exercise influences the inter-changing of energy systems Indicative Content • All systems are active – interchanging occurs based on the predominant system for the on intensity and duration of exercise and the fitness levels of the performer. • ATP-CP/PC – 90-100% intensity, 8-12 seconds work, 2-4 mins rest. • Anaerobic glycolysis - Lactic Acid system – 80-90% intensity, 12 seconds-2/3 mins work, up to and up to 1 hour rest. • Aerobic glycolysis - Aerobic system – 60%-80% intensity 3+ mins, little/no rest. • Using % of maximum effort, use of precise times for energy systems. • Link to rest in relation to set/reps as part of intensity.	2	4		6															
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		9	8		17															

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2. (a)	Identify the type of lever at the knee joint and the type of muscular contraction occurring as a cyclist pedals the bike 1 mark Knee joint is a 3rd class/order lever 1 mark Isotonic contraction – including either eccentric or concentric	2			2
(b)	Explain, using examples, how cyclists can reduce the effect of drag. 1-2 marks for basic explanation of how cyclists reduce drag 3-4 marks for detailed explanation of how cyclists reduce drag using examples Indicative Content - Reducing fluid friction/air resistance or disturbance of flow going past them – saves energy. - Less surface area to cause resistance – allows them to travel faster. - Better shape/smoothness to allow fluid to pass. - Cycling in the peloton front of the group take the hit. - Fluid void in the centre or in the slip stream behind – better technique. - Aerodynamics/streamline the individual (cycling) – tight clothing/swimsuits, reducing hair, swim caps, tear drop helmets. - Aerodynamics/streamline the equipment (cycling) – small bike frames, curved shape of equipment. Accept any other relevant application/explanation.		4		4

Question	Mark Scheme	AO1	AO2	AO3	Total
(c)	Discuss, using examples and relevant theories, the effect an audience could have on an athlete during a cycling race. Indicative Content Co-actors – only positive if they are passive, or not indirect competition. Positive and negative effects of the presence of an audience on performance. Theories; <u>Drive theory</u> - Presence of audience causes increased arousal; Increased drive/arousal means performer tries harder/drive; Increased likelihood of learnt dominant response; Effects depend on stage of learning; Early/cognitive stage. negative effects/social inhibition; Performer not fully developed appropriate response to demands; Later/associative/autonomous stages performance enhanced by presence of audience; Enhancement effect more likely if simple task/gross skill; Impairment effect more likely if complex task/fine skill. Can lead to either social facilitation or social inhibition. – credit for over arousal theories for inhibition. Increase in arousal will cause the dominant response. Novice – not well-learned – poorer performance. Elite – well-learned – improved performance. <u>Evaluation apprehension theory</u> – the feeling of being judged by the audience can lead to decreased performance (anxiety levels) or seen as a great opportunity to be judged/assessed and seen as an excellent performer. <u>Distraction conflict theory</u> – audience causes a distraction/attentional split which can increase arousal as impact performance – is the arousal enough to compensate for the distraction from the skill – expert/autonomous spare attentional capacity – novice doesn't have this. <u>Self-presentation theory</u> – intention to influence or change how other people see you. Audience seen as an opportunity to 'show off' or present yourself as a skilled/capable performer linked with arousal/confidence, prove someone wrong, errors can then lead to negative aspects/lower confidence or increase fear of failure. Home field advantage Home support tends to improve performance/social facilitation effect/boost self-efficacy/lower levels of anxiety. Proximity effect/closeness of crowd has negative effect on visiting athletes/teams. Larger crowd/hostile crowd has a negative effect on visiting athletes/teams. Inhibition- Increased pressure from the home crowd. More important the game the greater the pressure/ choke effect/championship choke.	2	2	6	10

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	Performers become more self-conscious at home causing over-arousal. Players place more pressure on themselves at home matches due to expectations. Social inhibition for the home team. Other content: Presence of an audience increased arousal/anxiety can link to over arousal theories. Increased arousal/desire to impress/support increasing motivation can lead to... Examples; Positive – not giving up when fatigued, increased motivation, distraction from the physical, desire to impress. Team-mates (co-actors) helping with maintaining motivation – team effort. Examples; Negative – cycling too fast – over arousal, distraction of crowd from cycling pace too slow, lack of support leading to drop outs, pressure from the crowd to continue. Perceived superiority of co-actors who are winning-seem like they are finding it easier.																								
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(d)	Explain why self-efficacy levels may differ between a novice and a professional athlete. 1 mark for knowledge of – Self-efficacy is performance/ situation based confidence. Award 1-2 marks for basic explanation of the levels of self-efficacy of at least one of the athletes. Award 3-4 marks for detailed explanation of the levels of self-efficacy for both athletes and showing how they would differ. Indicative Content Self-efficacy and its derivation from past performance, vicarious experiences, verbal persuasion and arousal. lack of self-efficacy due to, inexperience lack of past performances. May have some levels through vicarious experiences of others, relies more on verbal persuasion – may lack expectation of success. High/higher levels of self-efficacy, lots of past experiences, may also have negative experiences previously, would have vicarious experiences from fellow runners, verbal persuasion may be less affective – will be more likely to be successful.	1	4		5
(e)	Outline two reasons why an elite level cyclist may use illegal performance enhancing drugs. <i>2x1 marks</i> • Win at all costs mentality. • Over conformity to the sport ethic – level the playing field, striving for distinction. • Under conformity to the sport ethic – short cut to victory/winning. • Money/rewards from success. • Pressure from team/sponsor. • Increase their performance. Also accept Physiological responses • Increase Muscle mass. • Increase Vo₂ max. • Make the weight. Plus any other relevant response.	2			2
		7	10	6	23

Question	Mark Scheme	AO1	AO2	AO3	Total
3 (a)	Explain, using sporting examples, how a coach could analyse a sportsperson's technical level of performance. Max 1 mark for knowledge 1-2 mark basic explanation 3 marks detailed explanation must have sporting examples Indicative Content • Qualitative and quantitative approaches to analysing performance. • Biomechanical analysis – body position for gymnasts, golfers swing technique. • Video analysis: split-screen, slow-motion, and frame analysis. • Notational analysis: simple data collection and computer systems – generate stats – passes completed, shots on target etc. • Coach observation: Live information – use in timeout/end of quarter or half time to feedback. • Technical tests/skills/drills that generate data for target setting. No marks awarded for: Physical, tactical or behavioural – e.g. GPS tracking.	1	3		4

Question	Mark Scheme	AO1	AO2	AO3	Total
(b)	Assess how a coach could use different methods of guidance when dealing with performers at various stages of learning. Indicative Content • Visual - through the use of demonstrations/video. • Verbal - through explanation using clear, concise language. • Manual - development of kinaesthetic awareness through physically moving the body through the movement / into the correct position. • Mechanical - use of mechanical support to aid movement during learning e.g. flotation devices in swimming, stabilizers for learning to ride a bike. • Cognitive learner – beginner, not aware or may lack comprehension or coordination. • Associative – intermediate performer, basic awareness and some understanding of more complicated aspects of performance. • Autonomous learner – expert, can understand detail and finer points, fluent and kinaesthetically aware. Link correct methods to stage. <u>Cognitive:</u> Visual guidance: modelling/demonstration esp. useful in early stages as it allows learner to understand the whole skill and build a mental image or picture; role model usage or peer to peer, must be correct demonstration. Verbal guidance: clear teaching points can draw attention to particular aspects of performance, better when used in conjunction with visual guidance. Must be phrased in language that can be understood by the learner. Manual/mechanical guidance: good for developing confidence; increased safety; can help to develop some kinaesthetic awareness and avoid bad habits being formed through incorrect practice. Visual guidance: too much information if whole skill is performed; learners must give demonstrations full attention - avoid distractions. Verbal guidance: some skills are too difficult; complex to describe; relies on learners have good level of language skill and comprehension, learners find it hard to see and hear at the same time, not effective on its own. Manual/mechanical guidance: reliance or over dependent on support; may be limited in developing kinaesthetic	2	2	6	10

Question	Mark Scheme			AO1	AO2	AO3	Total																		
	awareness of full skill; cannot be used with some skills; limited when coaching large groups. <u>Associative</u> – justification that they may benefit from any combination of guidance that could be linked to cognitive or autonomous learners, depending on the examples given. <u>Autonomous:</u> Visual guidance may be more technical e.g. performance analysis using biomechanics. Use of past performance images/stats to promote improvement. Verbal guidance will be more technical and detailed. May relate to other aspects of performance such as tactical awareness. Manual/Mechanical guidance may be used where safety is a consideration e.g. Learning a new complex vault in gymnastics. Used to focus training on a particular aspect (part method practice) generally used sparingly to get realistic kinaesthetic feedback.																								
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(c)	Identify one continuous, one serial and one discrete skill on the continuum below. 3x1 mark - Continuous - walking, running, cycling or swimming. - Serial - triple/long/high jump, pole vault, gymnastics routine on floor/apparatus similar. - Discrete – Chest pass/standing throw, hop, tuck jump or similar. Accept any other relevant skill in the correct box.	3			3
(d)	Explain how choice reaction time can affect performance levels. 1 mark for choice reaction 1mark for basic explanation 2 marks for detailed explanation Indicative Content Choice reaction time – having 2 or more (several) options to perform the same skill with varying outcomes. Involves making an informed decision. Reacting or choosing to react to different stimuli or the similar stimuli in different scenarios. Hicks Law – as options increase so does reaction/response time. Choice reaction time slows down response/reaction time which can make performance worse – games players may have varying options throughout the game, the better they become at making the correct decisions/choices faster the more likely their performance will increase.	1	2		3
		7	7	6	20

Question	Mark Scheme	AO1	AO2	AO3	Total
4 (a)	Identify the type of joint and type of bone in the vertebral column. 2x1 mark Type of Joint – Semi moveable/Cartilaginous joints /gliding Type of bone – Irregular	2			2
(b)	Explain the physiological benefits of a warm up. 1 mark for basic explanation 2 marks for detailed explanation Need to consider more than one benefit to get 2 marks Indicative Content Increased muscle temperature which increases elasticity of fibres and speed of nerve impulses helping speed of contraction of muscles. Less likely to become injured, improved performance or outcomes. Dilation of blood vessels to increase blood flow - O₂ and CHO delivery to working muscles, improve performances when game begins. Do not award for short term responses/physiological changes.		2		2
(c)	Explain the strategies that can be used to control aggression in sport. Award 1-2 marks for basic explanation of strategies that can be used for controlling aggression (strategies maybe limited) Award 3-4 marks detailed explanation of strategies that can be used for controlling aggression. Indicative Content • Cognitive stress management techniques, e.g. imagery, goal setting mental rehearsal, positive self-talk. • Somatic stress management techniques, e.g. breathing techniques, PMR, self-directed relaxation, Yoga, meditation. • Lower/control arousal levels. • Removal from pitch/field of play – substitution. • Reinforcement/praise/reward of good/fair behaviour, green card, team with best discipline record give qualification to next stage/round.		4		4

Question	Mark Scheme	AO1	AO2	AO3	Total
	- Punishment Red card – removal from field of play and ban, build-up of yellow cards in season/tournament, fines, criminal prosecution. - Education, social learning theory/role models. - Role related behaviour – Leadership roles. Any other relevant application to specific sports or sporting examples (including spectator violence/aggression).				
(d)	The Olympic Games has moved from its original ethos of amateurism into a global event where professionalism is accommodated. Discuss this statement. Indicative Content - Amateur/amateurism – no money is given to train or perform. - Shamateurism – the fake amateur/paid athletes posing/competing against amateur athletes. - Athletes ‘working’ in the armed forces as full time athletes – Nazi Germany. - State sponsored athletes – competing for political gain. - Athletes receiving sponsorship from brands to market their product. - The role of globalisation and satellite communications – in giving the Olympics a platform to become profitable/marketable. - Professional/professional – full time paid athletes that work as a sports performer – paid to train and compete at the activity. - Increased quality of performances – role models and wow factors of athlete achievement. - Inspired nations to be active/compete/promote health. - Attracted media and sponsors to spread the Olympic ethos/charter. - Many athletes still dream of gold for the sense of achievement. - Full time –athletes compete - Many compete without payment – does success generate income. - Self-funded/amateurs still compete. - Platform for the step from amateur to professional (boxing). - Fair play still exists – Tokyo shared gold in high jump. - Gulf in difference of quality between state amateur and recreational amateur – playing field needed to be levelled. - Relaxation of the ‘amateur’. - State sponsor became more popular – started to become elitist.	3	4	5	12

Question	Mark Scheme			AO1	AO2	AO3	Total
	- Attracted more commercial interest – fame/winning became more important. - Sponsors not 'Olympic ethos' orientated. - Win at all costs mentality – Lombardi ethic. - Loss of sportsmanship/fair play – cheating. - Sports/events accommodating 'pros'. - Rules became unclear. - Hosting the Games become an investment to bid over rather than a showcase of talent and athleticism.						
	Band	AO1 3 Marks	AO2 4 Marks	AO3 5 Marks			
	3	3 Marks Excellent knowledge of an amateur, a shamateur and a professional athlete.		4-5 marks Excellent discussion on how the Olympic games moved from amateur to professional or has remained amateur. Both sides are explored. There is relevant use of for and against examples. There is clear the conclusions to the question. The response is clearly expressed and shows an accurate use of terminology. Writing is very well structured.			
	2	2 Marks Good knowledge of either an amateur and professional or amateur and shamateur or shamateur and professional athlete.	3-4 marks A good range of relevant examples are provided where/when an amateur ethos or professional ethos is displayed in/at the Olympic Games.	2-3 marks Good discussion on if/ why the Olympic games moved from amateur to professional. Good use of reasons how it has happened to support the answer. The response maybe less balanced. The response is adequately expressed and shows an accurate use of terminology. Writing is generally well structured.			
	1	1 mark Limited knowledge of an amateur or shamateur or professional athlete.	1-2 marks Limited examples are provided where/when an amateur ethos or professional ethos is displayed.	1 mark Limited discussion on if/why the Olympic games moved from amateur to professional. Limited use of reasons to support the answer. Answer is one sided. The response shows basic use of terminology. Writing shows evidence of structure.			
	0	0 marks Response not worthy of credit.	0 marks Response not worthy of credit.	0 marks Response not worthy of credit.			
				5	10	5	20

Question	Mark Scheme	AO1	AO2	AO3	Total
5 (a)	Justify why the government views sport as an important factor in UK culture and society. 1-2 marks for basic reasoning around the importance of sport in society. No/limited justification of why it is an important factor in UK culture. 3-4 marks Good reasoning, several factors included in the justification of why sport is an important factor in UK culture. Indicative Content • Historical role of sport in British culture – dating back to the creation of sport by public schools. • Health reasons – NHS – prevention is more affective and cheaper than cure/treatment. • Leisure reasons the use of people’s free time avoid boredom and anti-social issues. • Social aspects – community and togetherness. National pride. Feel good factor. • Business – the marketing and sales of sports and sports goods – revenue. Tourism. • Entertainment – spectator and supporting common teams/values. Enjoyment. Societal and cultural values such as; respect for authority appropriate conduct to peers and people more senior, conforming or following to rules and regulations, the importance of competition and life lessons in dealing with winning and losing appropriately.		4		4
(b)	Identify the organisation that is responsible for promoting sporting excellence in the UK. Tick one box only. 1 mark UK Sport	1			1

Question	Mark Scheme	AO1	AO2	AO3	Total
(c)	Explain, with reference to the triadic model, how a positive attitude towards sport and physical activity could be formed. 1 mark for basic knowledge of triadic model 2 marks for detailed knowledge of the triadic model AO1 – Triadic model – Cognitive, Affective, Behavioural 1 mark for a basic explanation 2 marks for a detailed explanation Indicative Content • Knowledge or beliefs need to be formed – e.g. physical activity is healthy because it can reduce comorbidities or Netball gives me the chance to socialise. • Feelings or emotions towards it are positive – e.g. I enjoy the feeling of completing a workout or I like seeing my friends at netball. • Behaviours – e.g. I attend the gym regularly or I go to Netball training and fixtures twice each week. Or any other relevant examples.	2	2		4

Question	Mark Scheme	AO1	AO2	AO3	Total
(d)	Analyse, using Figure 5, how a sportsperson could progress from foundation level to elite performance. <u>Banded response</u> Indicative Content Pyramid – Foundation, Participation, Performance, Elite or can be presented on a continuum/line. Importance of grassroots provision, talent identification and development pathways and support and elite structure needed at the top. Majority of the nation will be towards the bottom of the pyramid. At the highest/elite levels (excellence) there will be few athletes = national/international level. Foundation and participating in sport – grassroots/school sport – link to facilities/standard of play/facilities/officials/equipment. Participation regular structured play – link to facilities/standard of play/facilities/officials/equipment – intercountry/playing across town/cities. Performance –regional/semi pro - commitment/travel/reimbursement/cost of equipment/time off work – training/playing schedules. Elite- top level - national/international/professional – difference between sports, level of difference in the factors mentioned at the other stages/levels. Getting people active and addressing the different factors affecting participation and progression. lifestyle choices/commitment, education, age, provision, finance, disability/barriers. The nature of the competition changes and quality of facility improves as individuals move towards elite level - investment in elite facilities that all can use, public sessions running outside of elite sessions. Using ways of identifying talent and development initiatives to progress up the pyramid – looking after athletes on the World Class Performance Pathway. Organising National teams and events and funding local provisions, player outreach, guest appearances – private/public/own and self-funded. Recreational pathways: lifelong involvement, local and national government initiatives, involvement of health agencies ‘prehab’ in activity.	5	4	7	16

Question	Mark Scheme	AO1	AO2	AO3	Total
	Development of physical education and sport in schools and both curricular and extra-curricular activities and competitions. Working closely with the national governing bodies (NGBs) in both grassroots and elite sport – funding at different levels. Mass participation (concept that sport is open to everyone and not simply those who are highly skilled or exceptionally committed). There is a link between the different levels of the pyramid and so changes at one end will have a knock on effect at the other. Bigger base leads to a potential larger top. Better top leads to potential bigger base. More people taking part the greater chance of finding/creating the best athletes. Total Success at an elite level can help to create more role models leading to increased participation (widen the base of the participation pyramid). Disproportionate amount of public money on the preparation of elite athletes at the expense of mass participation/sport for all schemes. Talent ID. Certain sports have better pathways. Is there a downwards pathway for those aging, injured or short on time/commitments? There are a number of benefits that are associated with success in international sporting competitions (such as World Cups and Olympic Games) - pressure/commitment levels. Supporting elite sport is very costly and others argue that funds could be better used in other areas such as health, education and the promotion of sport for all. The promotion of sporting excellence Sporting success can boost national pride and morale –Concept of the ‘feel good factor’. Economic benefits. Success in elite sport as a great driver of mass participation. Creation of role models – links with social learning theory and expected behaviour. Issues relating to promotion mass participation. Promoting excellence will not address issues or experience between sports/and athletes at the different levels.				

Question	Mark Scheme	AO1	AO2	AO3	Total
	By providing opportunities and facilities, it is felt that people will use their leisure time productively. This may then reduce instances of crime and antisocial behaviour. Pride in their facilities and communities. progression is not pushed. Higher levels of grass roots participation may only be for health benefits/reduction of strain on the NHS. Benefits of sport linked to development of moral integrity, leadership skills, respect for the rules and authority – sport builds character. - progression is not pushed. Lack of desire to progress, enjoyment at low levels of the pyramid.				
		8	10	7	25

Banding for Question 5d

Band	AO1 5 Marks	AO2 4 Marks	AO3 7 Marks
4	5 marks Knowledge of all four levels or aspects of the sports development pyramid/continuum.		
3	3-4 marks Knowledge of three levels or aspects of the sports development pyramid/continuum.	4 marks Excellent explanation of how sportspeople progress through several levels of the pyramid/continuum. Reasons are relevant. Candidate uses changes in competition/training, experiences of performance and differences that occur for athletes/players. Specific and relevant examples have been used.	6-7 marks Excellent analysis of why progression does/does not happen in all levels of the pyramid/continuum and the potential outcomes that could occur for sports people. Analysis is made between a range of sports/sportspeople, focusing on experiences/standards to specific areas of the pyramid/continuum. Specialist terminology is used throughout. Complex ideas are expressed with logical conclusions drawn. Writing is very well structured.
2	2 marks Knowledge of two levels or aspects of the sports development pyramid/continuum.	3 marks Good explanation of how sportspeople progress through some levels of the pyramid/continuum. Reasons are given. Candidate mentions changes in competition/training, experiences of performance and differences that occur for athletes/players. Relevant examples have been used.	3-5 marks Good analysis of the why progression does/does not happen in several levels of the pyramid/continuum and the potential outcomes that could occur. Different sports/sportspeople experiences are analysed. Analysis lacks depth in parts. The response is clearly expressed and shows an accurate use of terminology. Writing is well structured.
1	1 mark Knowledge of one level or aspect of the sports development pyramid/continuum.	1-2 marks Limited explanation of how sportspeople can access a level of the pyramid/continuum. Using experiences that occur. Few relevant examples are provided.	1-2 marks Limited analysis of why progressions happen in the pyramid/continuum. Potential reasons that could occur are mentioned. Analysis lacks depth. The response shows basic use of terminology. Writing shows evidence of structure.
0	0 marks Response not worthy of credit.	0 marks Response not worthy of credit.	0 marks Response not worthy of credit.

Component 1: Assessment objectives mark allocation

	Q1	Q2	Q3	Q4	Q5	TOTAL
AO1	9	7	7	5	8	36
AO2	8	10	7	10	10	45
AO3	0	6	6	5	7	24
TOTAL	17	23	20	20	25	105