



# **GCE AS MARKING SCHEME**

**SUMMER 2023**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**GCE AS PHYSICAL EDUCATION – COMPONENT 1**

**SUMMER 2023 MARK SCHEME**

<b>Question</b>	<b>Mark scheme</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
1. (a) (i)	<p><b>Identify one cause of muscle soreness that occurs after intense exercise.</b></p> <p><i>Award 1 mark for:</i></p> <p>Micro tears to muscle fibres</p> <p>Build-up of blood lactate</p>	1			1
(ii)	<p><b>Outline three strategies that could speed up the recovery process following intense exercise.</b></p> <p><i>3 x 1 mark</i></p> <p>Effective cool down</p> <p>Ice baths</p> <p>Massage</p> <p>Correct nutrition of carbohydrate and protein 30 minutes after exercise</p>	3			3
(b)	<p><b>Explain, using examples, how you would apply the principles of training to develop a specific component of fitness.</b></p> <p><i>Award up to 2 marks for knowledge of principles of training linked to components of fitness</i></p> <p><i>Award up to 4 marks for an explanation of the principles of training linked to components of fitness</i></p> <p><b>Indicative content:</b></p> <p>Principles of training: Specificity, Progressive overload (Frequency, intensity duration), Variance, Reversibility</p> <p>Components of fitness: Aerobic capacity, muscular endurance, muscular strength, flexibility, agility speed, power, reaction time, coordination</p> <p><i>AO2 marks can only be awarded for links to a specific activity</i></p>	2	4		6
<b>Totals</b>		<b>6</b>	<b>4</b>		<b>10</b>

Question	Mark scheme	AO1	AO2	AO3	Total
2. (a) (i)	<p><b>Identify Newton's Law of Inertia. Tick one box only.</b></p> <p><i>Award 1 mark for:</i></p> <p>C</p>	1			1
(ii)	<p><b>Outline two factors that can affect an athlete's stability.</b></p> <p><i>2 x 1 mark</i></p> <p>Mass of object Size of base of support Height of centre of mass Points of contact</p>	2			2
(b)	<p><b>Explain how the achievement motivation can affect the behaviour of a performer in sport.</b></p> <p><i>1 mark – basic explanation 2-3 marks – good explanation 4 marks – excellent explanation</i></p> <p>Achievement motivation is a personality trait activated by the situation.</p> <p>Performer with a high need to achieve will display risk taking behaviour Performer with a high need to avoid failure will display avoidance behaviour A performer with a need to achieve attempts challenges and takes risks they seek feedback A performer with a need to avoid failure avoids challenges, worries and dislikes feedback</p>		4		4

Question	Mark scheme	AO1	AO2	AO3	Total
(c)	<p><b>Analyse how the presence of an audience influences sporting performance.</b></p> <p><i>See banding grid for allocation of marks</i></p> <p><b>Indicative content:</b></p> <p>Drive theory – It is generally accepted that the presence of an audience increases arousal and this in turn will affect performance. Zajonc (1965) proposed the term Social Facilitation to describe situations when the presence of an audience increases arousal and performance is improved. Social inhibition is used when describing how increasing arousal leads to decreases in performance.</p> <p>Evaluation apprehension theory – Evaluation apprehension is when a performer feels they are being evaluated in some context by a crowd member; this feeling of evaluation causes arousal levels to increase</p> <p>In some sports the audience does not only include spectators but also people who make judgements on the individuals' performance, these can be judges in sports such as ice-skating and gymnastics, scouts and selectors in sports like football, rugby and cricket. Sometimes an individual may feel that their parents or friends who are watching are making judgements on their performance and it increases anxiety; this perception is known as evaluation apprehension.</p> <p>Distraction conflict theory – Individuals can only attend to a limited amount of environmental cues. Spectators demand the same attention as other players, resulting in more competition for attentional space. Complex actions would therefore be impaired in front of large crowds.</p> <p>Home field advantage – Large supportive home crowds have a positive effect on performance. Most evident in indoor sports such as basketball. Crowd gets close to the action, increasing audience influence. This is called the 'proximity effect.'</p>	2	3	5	10
<b>Totals</b>		<b>5</b>	<b>7</b>	<b>5</b>	<b>17</b>

Question	Mark scheme	AO1	AO2	AO3	Total
3. (a)	<p><b>Outline the difference between amateurism and professionalism.</b></p> <p><i>2 x 1 mark</i></p> <p>Amateurism is when competitors do not get paid for performing</p> <p>Professionalism is receiving payment for performance</p>	2			2
(b)	<p><b>Explain how spectatorism influenced the emergence of modern sport.</b></p> <p><i>1 mark – basic explanation 2-3 marks – good explanation 4 marks – excellent explanation</i></p> <p>As wages increased more people could afford to watch and play sport Travel became easier as the railways developed Competitions grew in size increasing the money available to reinvest in facilities and increasing accessibility Increased media interest in sport More professional opportunities</p>		4		4
(c)	<p><b>Discuss how the sporting values of the 19th Century public schools have been eroded</b></p> <p><i>See banding grid for allocation of marks</i></p> <p><b>Indicative content:</b></p> <p>Original Values include</p> <ul style="list-style-type: none"> <li>• Sportsmanship and fair play</li> <li>• Respect for opponents</li> <li>• Follow rules both written and unwritten (etiquette)</li> <li>• Rely on ability (not drugs/cheating)</li> <li>• Taking part is more important than winning</li> <li>• Team loyalty more important than individual success</li> <li>• No money prizes, compete for glory and amateur values</li> <li>• Self-discipline with maximum commitment and effort</li> </ul>		2	8	10

Question	Mark scheme	AO1	AO2	AO3	Total
	<p>Factors, which have eroded original values</p> <p>Candidates should refer to factors such as:</p> <ul style="list-style-type: none"> <li>• Movement away from amateurism to professionalism ‘Shamateurism’ state sponsored athletes e.g. USA and USSR as means of competing political ideologies</li> <li>• Olympics being used as a political tool including boycotts e.g. 1980 Moscow, 1984 Los Angeles Political statements 1968 Mexico, Black Power salute</li> <li>• Commercialisation/media coverage leading to globalisation of sport and worldwide superstars e.g. Usain Bolt etc.</li> <li>• Vast amounts of money now associated with Olympic athletes and in particular Gold medalists</li> <li>• Within the last few decades, there has been a constant stream of allegations of bribery and corruption within the IOC</li> <li>• Win at all cost cultures through funding/sport science/nutrition/performance analysis etc.</li> <li>• Use of numerous examples of performance enhancing drugs State sponsored doping e.g. Currently Russia as well as well as Eastern Block countries in the 70’s and 80’s.</li> <li>• Promotion of national identity, leading to vast amounts of funding and research into specific Olympic sports e.g. UK Sports ‘cut throat’ policies towards funding sports that are expected to win Gold medals at games.</li> <li>• Any other relevant information.</li> </ul>				
<b>Totals</b>		<b>2</b>	<b>6</b>	<b>8</b>	<b>16</b>

Question	Mark scheme	AO1	AO2	AO3	Total
4. (a)	<p><b>Explain why some diets could be detrimental to an individual's health.</b></p> <p><i>1 mark – basic explanation</i>  <i>2-3 marks – detailed explanation</i>  <i>4 marks – developed explanation</i></p> <p>Increased calorific intake, can lead to obesity –  Increased levels of LDL can lead to an atheroma  – this in turn develops into atherosclerosis  Hardening of arteries – arteriosclerosis – in  coronary arteries leads to angina  Hypertension/increased blood pressure  Complete blockage coronary arteries can cause  MI  Blockage of cerebral arteries can cause stroke</p> <p>Too much protein</p>		4		4
(b)	<p><b>Discuss how individual lifestyle choices can have both positive and negative effects on health and fitness.</b></p> <p><i>See banding grids for marks</i></p> <p><b>Indicative content:</b></p> <p>Benefits of an active lifestyle  Social  Psychological – stress relief, lowers anxiety  Physical – increase bone density, LDL's  Consequences of adopting a sedentary lifestyle  Physiological hypertension, obesity, cholesterol,  osteoporosis  Psychological – self-confidence, depression  Energy balance  Basal metabolic rate and the relationship with  exercise  Obesity and associated diseases</p> <p>Any other relevant information</p>	3		5	8
<b>Totals</b>		<b>3</b>	<b>4</b>	<b>5</b>	<b>12</b>



Question	Mark scheme	AO1	AO2	AO3	Total
5. (a)	<p><b>Identify three personality profiling methods a coach could use to build a picture of an athlete.</b></p> <p><i>3x 1 mark</i></p> <p>Observation Interview Questionnaire -POMS - Profile of Mood State, SCAT, Catells's 16 PF</p>	3			3
(b)	<p><b>Analyse, using examples, the relationship between personality and feedback.</b></p> <p><i>See banding grid for allocation of marks</i></p> <p><b>Indicative content:</b></p> <p>Definition of personality – sum of characteristics</p> <p>Different theories</p> <p>Different personalities respond different to feedback Type A Type B</p> <p>Types of feedback – intrinsic/extrinsic Knowledge of results Knowledge of performance</p> <p>There are three main theories of personality:</p> <p>Trait theories use the idea that a person has always had a feature of his or her personality, and always will have. Personality is made up of several traits that cluster together to produce behaviours. Eysenck is a trait theorist who recognized four characteristics of personality. Extroversion includes characteristics such as liveliness, sociability and impulsiveness. A person with this trait prefers team sports, which have simple motor skills and low concentration levels, for example, rugby and boxing. Introversion includes characteristics such as isolation, independence, shyness. A person with this trait will prefer individual sports, which require concentration, precision, self-motivation, intricate skills, low arousal levels. For example, archery, golf and snooker. Neuroticism includes the fact that behaviour may change and so is unpredictable and irrational. For example, a sportsperson may lose his or her temper for no apparent reason. Stability means that behaviour is unchanging, and a person will always react with calmness in the face of losing important points in a tennis match, for example.</p>	3	3	6	

Question	Mark scheme	AO1	AO2	AO3	Total
	<p>Eysenck identified a two-dimensional view of personality as four primary types that can be applied to sporting situations. A stable extrovert is talkative, outgoing, has leadership qualities needed in team sports. This person attracts loyalty and is able to make definite and match changing decisions on patterns of play in a rugby match. A neurotic extrovert is restless, aggressive, excitable and changeable. Such a person may only succeed in sports such as martial arts or weight lifting for example. This person may not get through the first round of an important table tennis tournament. A neurotic introvert is anxious, rigid and pessimistic. This sports person may not be able to implement new strategies when faced with a losing situation in an important game of rugby or hockey for example. A stable introvert is controlled, reliable and even-tempered. These characteristics are often observed in snooker players and other individual sportspeople.</p> <p>Social learning theory explains behaviour in terms of the reaction to specific situations. The main point of social learning theory is that a person will learn to deal with situations by observing those around him or her and by imitating their behaviour (after Bandura). This theory explains how athletes learn behaviour by watching others such as learning skills and then copying them.</p> <p>Interactionist theories are those that assert that a combination of trait and a person's situation or environment builds up a person's personality. Traits determine behaviour, but can be modified by situations. Behaviour is the function of Personality and Environment. The theory also states that personality traits can be used to predict behaviour in some situations, but this is not exclusive. The innate (trait) factors of the athlete's personality cannot be changed by a coach.</p> <p>Need to add feedback</p>				
<b>Totals</b>		<b>6</b>	<b>3</b>	<b>6</b>	<b>15</b>

## Banding grids

2. (c) Analyse how the presence of an audience influences sporting performance.

Band	AO1 2 marks	AO2 3 marks	AO3 5 marks
3		<b>3 marks</b> Excellent application of the presence of an audience on sporting performance sporting examples throughout	<b>4-5 marks</b> Excellent analysis of how the presence of an audience influences sporting performance
2	<b>2 marks</b> Good knowledge theories around the presence of an audience on sporting performance	<b>2 marks</b> Good application of the presence of an audience on sporting performance use of sporting examples	<b>2-3 marks</b> Good analysis of how the presence of an audience influences sporting performance
1	<b>1 mark</b> Basic knowledge of the presence of an audience on sporting performance	<b>1 mark</b> Limited application of the presence of an audience on sporting performance no sporting examples	<b>1 mark</b> Limited analysis of how the presence of an audience influences sporting performance

3. (c) Discuss how the sporting values of the 19th Century public schools have been eroded in modern day sport.

Band	AO2 2 marks	AO3 8 marks
3		<b>6-8 marks</b> Excellent discussion of how the sporting values have eroded examples throughout
2	<b>2 marks</b> Good knowledge of the original sporting values	<b>3-5 marks</b> Good discussion of how the sporting values have eroded with examples may be one-sided discussion
1	<b>1 mark</b> Basic knowledge of the original sporting values	<b>1-2 marks</b> Limited discussion of how the Olympic values have eroded few examples and only one-sided

5. (b) Analyse, using examples, the relationship between personality and feedback.

<b>Band</b>	<b>AO1 3 marks</b>	<b>AO2 3 marks</b>	<b>AO3 6 marks</b>
<b>3</b>	<b>3 marks</b> Excellent knowledge of personality and feedback.	<b>3 marks</b> Excellent application of personality and feedback examples in sport	<b>5-6 marks</b> Excellent analysis of the theories of personality and feedback and which type is most appropriate for the other.
<b>2</b>	<b>2 marks</b> Good knowledge of personality and feedback. More than one theory referenced	<b>2 marks</b> Good application of personality and feedback examples in sport	<b>3-4 marks</b> Good analysis of the theories of personality and feedback and which type is most appropriate for the other. This maybe focused on one type
<b>1</b>	<b>1 mark</b> Limited knowledge of personality or feedback	<b>1 mark</b> Limited application of the personality or feedback examples in sport	<b>1-2 marks</b> Limited analysis of the theories of personality or feedback with little reference to appropriateness

**AO distribution**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1</b>	6	4	0	<b>10</b>
<b>2</b>	5	7	5	<b>17</b>
<b>3</b>	2	6	8	<b>16</b>
<b>4</b>	3	4	5	<b>12</b>
<b>5</b>	6	3	6	<b>15</b>
<b>Total</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>70</b>