



GCSE MARKING SCHEME

SUMMER 2025

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

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.

GCSE PHYSICAL EDUCATION - UNIT 1

SUMMER 2025 MARK SCHEME

Question	Mark scheme	AO1	AO2	AO3	Total
1(a)	<i>Warming up helps the performer to become physically and mentally prepared.</i> Identify the phase of the warm up seen in clip 1 1 mark Stretching (accept all types) Game specific exercises Mobilisation	1			1
(b)	Identify the main component of fitness needed when taking a tee shot 1 mark Power	1			1
(c)	Identify one type of guidance given to the golfer in Clip 1 1 mark Verbal or Visual	1			1
(d)	Justify why a tee shot could be placed towards the closed end of the continuum shown below. 1 mark for a basic justification- some knowledge of the continuum 2 marks for detailed justification (can be 2 separate points) • A tee shot in golf is considered a closed skill because: • Environment is predictable and unchanging • Self-paced • Movements follow a set pattern • Less influenced by external factors (Marks can also be awarded for why it's not open)		2		2

Question	Mark scheme	AO1	AO2	AO3	Total
(e)	Explain how technology can be used to provide the golfer with knowledge of results and knowledge of performance. 1-2 marks for basic explanation of how technology has provided the golfer with KoR or KoP. 3-4 marks for detailed response of how technology has provided the golfer with KoR or KoP <u>Link to technology</u> Distance-how far the ball has travelled Accuracy-how straight, high, low, flight path Improvement of results Equipment development Replay of the swing path/freeze frame /video analysis <u>Knowledge of results example</u> An example of knowledge of results is a player hitting 2 golf shots with a Driver and seeing that one shot went 300 yds, and the other 259 yards. Both of these relate to the result or performance outcome. <u>Knowledge of performance example</u> Examples of knowledge of performance include the feeling created between the clubhead and ball when hitting a golf shot, angle of attack, if the club head is open or closed.		4		4

Question	Mark scheme	AO1	AO2	AO3	Total						
(f)	Explain the possible physical, mental and social benefits from playing golf 3x2 marks 1 mark for basic explanation for each physical, mental, social effects 2 marks for detailed explanation for each physical, mental, social effects No marks awarded for repetition within social and mental Indicative content: <table><tr><td>Physical</td><td>Maintains flexibility in the joints/muscles. Individual can swing fully</td></tr><tr><td>Mental</td><td>Improves self-confidence. Decreases stress Individual can concentrate longer during the match and perform better. Ability to deal with emotions. Player can learn to cope, and overcome bad play</td></tr><tr><td>Social</td><td>Play with friends A feeling of belonging Developing relationships with others</td></tr></table>	Physical	Maintains flexibility in the joints/muscles. Individual can swing fully	Mental	Improves self-confidence. Decreases stress Individual can concentrate longer during the match and perform better. Ability to deal with emotions. Player can learn to cope, and overcome bad play	Social	Play with friends A feeling of belonging Developing relationships with others	3	3		6
Physical	Maintains flexibility in the joints/muscles. Individual can swing fully										
Mental	Improves self-confidence. Decreases stress Individual can concentrate longer during the match and perform better. Ability to deal with emotions. Player can learn to cope, and overcome bad play										
Social	Play with friends A feeling of belonging Developing relationships with others										
Total		6	9	0	15						

Question	Mark scheme	AO1	AO2	AO3	Total
2 (a)	Identify the type of muscular contraction when the rower is stationary. 1 mark Isometric	1			1
(b)	Justify why type I (slow twitch) are the predominant muscle fibres used by rowers. 1 mark basic justification -1 characteristic 2 marks detailed justification- 2 characteristics Low intensity High duration Endurance Fatigue resistance		2		2

Question	Mark scheme	AO1	AO2	AO3	Total										
(c)	Analyse clip 2 and complete the tables below.			2	6										
(i)	The muscles/muscle groups working in the legs <table><tr><td></td><td>Tick two boxes</td></tr><tr><td>Quadriceps</td><td>✓</td></tr><tr><td>Pectorals</td><td></td></tr><tr><td>Hamstrings</td><td>✓</td></tr><tr><td>Deltoids</td><td></td></tr></table>		Tick two boxes	Quadriceps	✓	Pectorals		Hamstrings	✓	Deltoids					
	Tick two boxes														
Quadriceps	✓														
Pectorals															
Hamstrings	✓														
Deltoids															
(ii)	What happens to the heart rate during exercise <table><tr><td></td><td>Tick one box only</td></tr><tr><td>Increases</td><td>✓</td></tr><tr><td>Decreases</td><td></td></tr><tr><td>No change</td><td></td></tr></table>		Tick one box only	Increases	✓	Decreases		No change				1			
	Tick one box only														
Increases	✓														
Decreases															
No change															
(iii)	One short term effect of rowing <table><tr><td></td><td>Tick one box only</td></tr><tr><td>Increased tidal volume</td><td>✓</td></tr><tr><td>Muscular hypertrophy</td><td></td></tr><tr><td>Increased capillarisation in the alveoli</td><td></td></tr></table>		Tick one box only	Increased tidal volume	✓	Muscular hypertrophy		Increased capillarisation in the alveoli				1			
	Tick one box only														
Increased tidal volume	✓														
Muscular hypertrophy															
Increased capillarisation in the alveoli															
(iv)	One way the body controls temperature <table><tr><td></td><td>Tick one box only</td></tr><tr><td>Sweating</td><td>✓</td></tr><tr><td>Ice bath</td><td></td></tr><tr><td>Stretching routine</td><td></td></tr></table>		Tick one box only	Sweating	✓	Ice bath		Stretching routine				1			
	Tick one box only														
Sweating	✓														
Ice bath															
Stretching routine															
(v)	One role of the coaches 1x1 mark Motivation Support Encouragement Technical support e.g. feedback Analysis of rowers' performance			1											

Question	Mark scheme	AO1	AO2	AO3	Total
(d)	Assess why co-ordination and cardiovascular endurance are important for rowers. 1-2 marks for basic assessment of co-ordination and/or cardiovascular endurance. 3-4 marks for detailed assessment of both components. Co-ordination- this is the ability to move two or more body parts at the same time- a rower needs to move his/her arms and legs effectively to maintain performance, if this isn't achieved, performance will deteriorate. Cardiovascular endurance- the ability to exercise for a sustained period of time- the rower needs to row constantly at an intensity that allows him/her to perform throughout the whole race to try to stay at the front.			4	4
(e)	Identify two arm bones involved in the rowing action. 1 mark for each correct response. Radius Ulna Humerus	2			2
(f)	Describe how the rower can use progressive overload to improve performance 1 mark for basic description 1 mark for detailed description Look for FITT/FID. • Increasing the distance, they row each week, so their body gets used to working for longer periods. • Rowing at a higher intensity or speed to make their muscles and heart to work harder. • Adding resistance (using a rowing machine with more drag or rowing against stronger currents) to build strength. Adding more weights • Training more often but still allowing time to rest and recover.	2			2
(g)	Explain how cardiac output increase as the race progresses 1 mark for either HR or SV increase 2 marks for the $Q=HR \times SV$ both increase	1	1		2

Question	Mark scheme	AO1	AO2	AO3	Total								
(h)	Identify the type of joint from the examples below. 3x1 mark Draw a line to match the example to the type of joint <table><tr><th>Type of joint</th><th>Example from the body</th></tr><tr><td>Ball and socket</td><td>Shoulder</td></tr><tr><td>Pivot</td><td>Neck</td></tr><tr><td>Hinge</td><td>Elbow</td></tr></table> No marks if two lines going to the same box	Type of joint	Example from the body	Ball and socket	Shoulder	Pivot	Neck	Hinge	Elbow	3			3
Type of joint	Example from the body												
Ball and socket	Shoulder												
Pivot	Neck												
Hinge	Elbow												
Total		9	3	10	22								

Question	Mark scheme	AO1	AO2	AO3	Total															
3 (a)	Analyse figure 1 to complete the table below by naming. 4x1 mark <table><tr><td></td><td></td><td>Example</td></tr><tr><td>A</td><td>Axis of rotation at the knee joint.</td><td>Frontal</td></tr><tr><td>B</td><td>Muscle that extends in the arm</td><td>Triceps</td></tr><tr><td>C</td><td>Type of synovial joint at the elbow</td><td>Hinge</td></tr><tr><td></td><td>Plane of movement of the bike.</td><td>Sagittal</td></tr></table>			Example	A	Axis of rotation at the knee joint.	Frontal	B	Muscle that extends in the arm	Triceps	C	Type of synovial joint at the elbow	Hinge		Plane of movement of the bike.	Sagittal			4	4
		Example																		
A	Axis of rotation at the knee joint.	Frontal																		
B	Muscle that extends in the arm	Triceps																		
C	Type of synovial joint at the elbow	Hinge																		
	Plane of movement of the bike.	Sagittal																		
(b)	Explain why long-distance cycling is predominantly aerobic. Candidates must include Intensity and duration in their answer. 1-2 marks for basic explanation of long duration or low intensity 3-4 marks for amplified explanation of both intensity and duration by using time/distance/intensity. Marks awarded for why it's not anaerobic • Aerobic exercise takes place in the presence of oxygen. • It is lower intensity - up to 70-80% of their Vo2 max for an untrained athlete, therefore not producing lactic acid until that point, which is a limiting factor for aerobic exercise. • longer duration exercise – • Aerobic exercise can be sustained for a prolonged period because there is lots of glucose available and no great build-up of lactic acid.		4		4															
(c)	Identify three examples of technological advances in sport. 3x1 mark Indicative content: • Virtual reality (VR) / Augmented Reality (AR) training e.g. STRIVR • Gum shields for detecting head collision • Clothing- lighter 'smart' clothing/ Biometric clothing e.g. HEXOSKIN / quick drying clothing • AI powered performance analysis e.g. Zone 7, Playmaker • Equipment-Aerodynamic bike • Facilities – High performance labs, Hybrid grass e.g. Desso GrassMaster, Climate controlled indoor arenas. • VAR • Goal Line Technology • Garmin Heart rate monitors • GPS trackers • Analysis of biomechanics for injury prevention • Female specific equipment e.g. adidas RS15 W rugby boot	3			3															

Question	Mark scheme	AO1	AO2	AO3	Total
(d)	Identify four strategies to improve participation in sport. 4x1 mark No marks given for overlapping responses. Indicative content: • Increase media coverage of women's sport, ethnic minority sport and disability sport • More role models, especially women, BME and disability sports stars • Campaigns such as 'Kick it Out' Disability Football and 'This Girl Can' by Sport England • Challenge stereotyping • Improve advertising of sessions/activities in the local area and media • Improve advertising of campaigns and promotions such as free swimming for over 50s age group • Provision can be local (through the local authority, private enterprise or voluntary clubs and associations) or national (UK Sport, national sports centres, sports institutes and academies) • More PE in National Curriculum for schools • Increase opportunities for women's sport, minority sport and disability sport (women only sessions, Kabaddi, wheelchair basketball) • Run sessions for specific groups, for example over 50s or women only • Plan the timing of sessions to target certain groups, for example for parents with young children put on mid-morning sessions after the school run • Provide creche facilities to run alongside activity sessions • Provide activities that families can take part in together • Provide facilities that are easy to get to and cater for the community needs. Sports and facilities need to be local, available and affordable • Transport – the availability of public transport, adequate car parking, safe cycling/walking routes or any free or specialist transport available • Entry – ramps/wider doors for disabled access • Equipment – the availability to hire equipment that is adapted for age/disability, for example hoists for swimming pool access • Cost – sensible pricing to participate, reduced charges for certain groups, for example unemployed, low cost for equipment hire • Allow alternative dress codes to reduce religious/cultural discrimination • Availability of additional coaches/specialists to help with communication for disabled/ESL participants • Adapt sports to make them more accessible – walking football, football golf, rush hockey	4			4

Question	Mark scheme	AO1	AO2	AO3	Total
(e)	Discuss the influence of media on sport. Media influences The media can have both a positive and negative effect on sport. Positive influences of the media - Media focus can lead to increased standards in performance as well as improved behaviour because of increased media focus, thereby creating positive role models and sporting celebrities. The use of technology goes hand-in-hand with this, as it allows retrospective discipline for foul play missed by the match officials. - Increased profile of the sport and individual performers. - Increased coverage can benefit smaller sports, women's sport and disability sport. - Can help challenge myths and stereotypes, e.g. that women can't box or play rugby union. - Increased participation levels within a sport, as television coverage encourages others to take it up, e.g. cycling as a result of the Tour de France or football as a result of World Cup coverage. More variations of a sport are developed to make it more 'media friendly', leading to more matches/fixtures for fans to watch, e.g. Twenty20 cricket. - Rule changes can lead to a speeding up of the action, and more excitement/entertainment in a sport. - Television money generates high levels of income for top-level professionals and makes a sport more appealing to sponsors. - It increases commercial opportunities, which further increases the financial gain of a sport/sports performers (e.g. golf, tennis, football). Standards of performance continue to increase. - More money is available to improve sporting facilities. National governing bodies and sports performers lose control to broadcasters and sponsors. Negative - The traditional nature of a sport can be lost, for example, rules and timings are adapted to suit the demands of television. - The media controls the location of events, as well as kick-off times and in some cases playing seasons (e.g. Super League rugby switched to a summer game). - The media can sensationalise or overdramatise negative events in sport. Inequalities of coverage. - More popular sports like football gain at the expense of minority sports like hockey or squash. - Certain prestigious events are now available only on satellite TV, which requires a paid subscription, e.g. test cricket, Ryder Cup golf. This means that some sports have fewer viewers.	2	2	4	8

Question	Mark scheme	AO1	AO2	AO3	Total
	• More breaks in play for adverts disrupts the spectator experience. • The use of technology to review decisions can slow down play without resolving controversy. • Can there be too much sport on TV? Overexposure can lead to possible boredom among spectators and lower attendances at televised events. • Does televised sport create passive 'armchair' fans rather than athletes? • A win-at-all-costs attitude develops due to high rewards on offer, leading to negative, deviant acts (e.g. drug-taking) and players becoming negative role models (e.g. in arguing with officials, diving to try and win a penalty). • High-profile sports stars have little privacy. The demands of media and sponsors for interviews, personal appearances etc. can negatively impact high-level performers. • Sports events can be accessed across the globe via worldwide coverage, which is often live. • Media focus can lead to increased standards in performance as well as improved behaviour as a result of increased media focus, thereby creating positive role models and sporting celebrities. The use of technology goes hand-in-hand with this, as it allows retrospective discipline for foul play missed by the match officials.				

Band	AO1	AO2	AO3
3			4 marks Excellent, well-reasoned discussion on the effect the media on sport. The answer is balanced and focuses on the key content- positive and negative
2	2 marks Good knowledge of the effect the media has on sport.	2 marks Good examples of the effect media has on sport.	2-3 marks Good, well-reasoned discussion on the effect the media has on sport. (although not balanced) The answer has some detail and focuses on some areas of content.
1	1 mark Limited knowledge of the effect the media has on sport.	1 mark Limited examples of the effect media has on sport.	1 mark Limited discussion of the effect the media has on sport. One sided response The answer has some limited detail and focuses on some areas of content.
0	No knowledge of the effect the media has on sport.	Not attempted	Not attempted

Total	9	6	8	23
--------------	----------	----------	----------	-----------

Question	Mark scheme	AO1	AO2	AO3	Total
4 (a)	Identify one characteristic of a skilful performer. 1 Mark The performer is: • Consistent • Effective, • Efficient • Accurate • Control • Makes fewer mistakes • Fluency • Adaptability • Aesthetically pleasing • Confident • Shows composure	1			1
(b)	Analyse why providing the correct type of guidance could improve performance. There are 3 basic forms of guidance that a teacher/coach may use to transmit information: 1. Visual – used in all stages of learning, but particularly valuable in the cognitive stage. Examples include demonstration – 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 layup 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. 2. Verbal – 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. 3. Manual/Mechanical – 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. Advantages/Disadvantages A netball player has just carried out fitness tests on speed, agility, cardiovascular fitness, flexibility and leg power. She has discovered that her leg power through carrying out the vertical jump is below the team average. She now needs to specifically develop this component of fitness.	2		4	6

Question	Mark scheme			AO1	AO2	AO3	Total
	Types of Guidance	Advantages	Disadvantages				
	Visual	Learners can see accurate performance. Demonstrations can be repeated. With video 'slow motion', can help individuals learn skill accurately. Useful in all stages of learning. Helps to form a mental image of correct performance.	Problems if no accurate image is available.				
	Verbal	Effective questioning by coaches/teachers can enhance learning and understanding. Effectively combined with visual guidance to paint a more accurate picture for learners. It is immediate.	Some verbal instructions are too long and complicated – beginners often have short attention spans (limited capacity to process information). Some movements cannot be accurately explained.				
	Manual/ Mechanical	In potentially hazardous activities it can be used to prevent learners making inaccurate movements. In dangerous situations it can help a performer deal with fear by providing a safe environment. Helps individuals to develop kinaesthetic awareness (the feel) of the motion. Useful in early stages of learning when teacher/coach can position limbs/body parts of learners, e.g. correct hand position on ball when shooting in netball.	Should not be overused as performers can become dependent on support. 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.				

Band	AO1	AO3
3	No Marks available in band 3 for AO1	3-4 marks Excellent, analysis on the importance of providing the correct type of guidance to improve performance. The answer is balanced and focuses on the key content.
2	2 marks Good knowledge of the importance of providing the correct type of guidance to an individual.	2 marks Good, analysis on the importance of providing the correct type of guidance. The answer has some detail and focuses on some areas of content.
1	1 mark Limited knowledge of the importance of providing the correct type of guidance to an individual.	1 mark Limited analysis of the importance of providing the correct type of guidance to an individual. The answer has some limited detail and focuses on some areas of content.
0	No knowledge of the importance of providing the correct type of guidance to an individual.	Not attempted.

Question	Mark scheme	AO1	AO2	AO3	Total
4 (c)	Evaluate the importance of diet and nutrition for a sports performer. Indicative content: Candidates to identify the roles of Carbohydrates, Protein and fats in regard to performance. Athletes will have different nutritional needs compared with the general public. They may require more calories and macronutrients to maintain strength and energy to compete at their optimum level. In addition to consuming sufficient amounts of calories and macronutrients, athletes may also require more vitamins, minerals, and other nutrients for peak recovery and performance. Adequate hydration is also vitally important. The optimal macronutrient ratios for adults are as follows: • Carbohydrates: 45–65% of calories • Protein: 10–35% of calories • Fat: 20–35% of calories <u>Carbohydrates</u> Carbohydrates are typically the preferred fuel source for many athletes, particularly for high intensity and long duration exercise. This is because they supply ample glycogen storage and blood glucose to fuel the demands of exercise. To maintain liver and muscle glycogen stores, athletes will need different amounts of carbohydrates depending on their exercise volume. Healthy carbohydrates for an athlete's diet may include whole grains, such as brown rice, quinoa, oats, and pasta, and starchy vegetables, such as potatoes. <u>Protein.</u> Protein also plays an essential role in sports nutrition, as it provides the body with the necessary amount of amino acids to help build and repair muscles and tissues. Athletes doing intense training may benefit from ingesting more than two times the recommended daily amount (RDA) of protein in their diet. <u>Fat</u> Fats are essential in the diet to maintain bodily processes, such as hormone metabolism and neurotransmitter function.	2		4	6

Question	Mark scheme	AO1	AO2	AO3	Total
	Including healthy fats in the diet also helps satiety and can serve as a concentrated fuel source for athletes with high energy demands. <u>Micronutrients, supplements, and hydration.</u> Athletes should ensure they consume the essential vitamins and minerals they need to support their general health and sports performance. People can usually achieve adequate intakes of essential vitamins and minerals by eating a varied, balanced diet. Some athletes may choose to take vitamin or mineral supplements or ergogenic aids, such as creatine.				

Band	AO1 2 marks	AO3 4 marks
3		3-4 marks Excellent evaluation of the importance of correct nutrition for an athlete. The answer is balanced and focuses on the key content.
2	2 marks Good knowledge of the importance of diet and nutrition for an athlete	2 marks Good evaluation of the importance of correct nutrition for an athlete The answer has some detail and focuses on some areas of content.
1	1 mark Limited knowledge of the importance of diet and nutrition for an athlete	1 mark Limited evaluation of the importance of diet and nutrition for an athlete. The answer has some limited detail and focuses on some areas of content.
0	0 mark No knowledge	0 mark Not attempted

Question	Mark scheme	AO1	AO2	AO3	Total
(d)	Assess why fartlek and weight training methods could be beneficial for a footballer. Fartlek training or 'speed play' training involves varying your speed and the type of terrain over which you run, walk, cycle or ski. • It improves aerobic and anaerobic fitness. • Fartlek training can be used to train a range of fitness components related to football e.g. speed when sprinting in a fast counter attack. Weight training uses weights to provide resistance to the muscles. • It improves muscular strength (high weight, low reps) useful to keep opposition away from the ball, • muscular endurance (low weight, high reps, many sets) to perform a movement over and over within a game. • power (medium weight and reps performed quickly) to produce higher jumps when heading a ball, or harder more powerful shots at goal. Methods can vary dependant on position on the pitch.	2		4	6

Band	AO1	AO3
3	No Marks available in band 3 for AO1	4 marks Excellent, well-reasoned assessment of why both training methods would benefit a footballer. The answer is balanced and focuses on the key content
2	2 marks Good knowledge of how both training methods would benefit a footballer.	2-3 marks Good, well-reasoned assessment of why both training methods would benefit a footballer. The answer has some detail and focuses on some areas of content.
1	1 mark Limited knowledge of how one training method would benefit a footballer.	1 marks Limited assessment of why either training method would benefit a footballer. The answer has some limited detail and focuses on some areas of content.
0	0 mark No knowledge of which training methods would benefit a footballer.	0 mark Not attempted.
		Total 7 0 12 19

Question	Mark scheme	AO1	AO2	AO3	Total
5 (a)	Identify the main component of fitness required to perform boccia effectively. Co-ordination	1			1
(b)	Justify why Boccia could be placed towards the complex side of the continuum shown below. 1 mark for basic justification- some knowledge of the continuum 2 marks for detailed justification (can be 2 separate points) (Marks awarded for why it's not basic) Boccia could be placed towards the complex side of the skill continuum because it involves a high level of: • tactical thinking, • precision, • control. • Precision and Accuracy: Players must deliver the ball with extreme accuracy to position it close to the jack or to disrupt opponents' positions. • Tactical Decision-Making: Players constantly make strategic choices, such as blocking, displacing, or positioning balls, based on the current game situation. • Consistency Under Pressure: Each throw demands a consistent technique, even under competitive pressure or when conditions change (e.g., scoreline, tactics). • Control of Force and Direction: Fine motor control is crucial to adjust the strength, angle, and placement of each shot, especially when using assistive devices. • High Cognitive Demand: Players need to plan, anticipate opponents' moves, and adjust tactics mid-game.		2		2
(c)	Outline why boccia is classified as a self-paced skill. 1 mark • No External Time Pressure • Stable Environment • Controlled Execution: Regulated Rules	1			1

Question	Mark scheme	AO1	AO2	AO3	Total
(d)	Explain why varied practice could be used by to improve their performance in boccia 1 mark for basic explanation 2 marks for detailed explanation Varied practice involves repeating the skill in a variety of: • Situations, • Shots • Opponents		2		2
(e)	Explain how fitness testing data could be used in improving performance. 1-2 marks for a basic explanation with no examples of how to improve performance 3-4 marks for a detailed explanation with examples to support Objective information allows for more evidence-based decisions and reduces those based on speculation. Using evidence to give feedback to athletes helps them to understand exactly what they have done to be successful or unsuccessful. This knowledge helps athletes and coaches make the right decisions at the right time and deliver consistent performances. • Set targets • Improved confidence • Tracking progress • Motivation • Baseline Design a fitness training programme • Assists in understanding of athletes strengths and weaknesses • Enhances their own development and coaching practice • Enables in-depth review of performance		4		
(f)	Identify the missing stage of the basic information processing model. 1 mark Output	1			1

Question	Mark scheme	AO1	AO2	AO3	Total				
(g)	Describe, using examples, input and decision making in sport. 2x1mark <table><tr><td>Input</td><td>Seeing where other balls are situated</td></tr><tr><td>Decision making</td><td>Deciding where to aim your ball</td></tr></table>	Input	Seeing where other balls are situated	Decision making	Deciding where to aim your ball	2			2
Input	Seeing where other balls are situated								
Decision making	Deciding where to aim your ball								
(h)	Explain why intrinsic motivation would be beneficial for an elite athlete. 1-2 marks for a basic explanation. 3-4 marks for a detailed explanation • Enjoyment, personal satisfaction and pride • Want to succeed • Less dependent on external rewards e.g. financial rewards, cups, trophies • This maintains the effort, focus and motivation • Build resilience e.g. to sustain effort through dips in form and confidence.		4		4				
(i)	Identify two benefits of setting goals prior to performance 2x1 marks Indicative content: • Focus attention • Improves effort • Maintains motivation • Boosts confidence • Reduces anxiety	2			2				
(j)	Identify two potential barriers facing disabled athletes. 2x1 marks Lack of specialised coaches Lack of specialised equipment Stereotyping about their ability/discrimination Lack of money to join club/buy specialised equipment Lack of opportunities	2							
Total		9	12	0	21				

	Q1	Q2	Q3	Q4	Q5	Total
AO1	6	9	9	7	9	40
AO2	9	3	6	0	12	30
AO3	0	10	8	12	0	30
Total	15	22	23	19	21	100