GCE A LEVEL MARKING SCHEME

AUTUMN 2020

A LEVEL
PHYSICAL EDUCATION - COMPONENT 2
A550U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2020 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.

EDUQAS A LEVEL PHYSICAL EDUCATION – COMPONENT 2

AUTUMN 2020 MARK SCHEME

Question		AO1	AO2	AO3	Total
1.	*Jessica Ennis-Hill was an Olympic, World and European champion heptathlete. The heptathlon is a combination of seven track and field events, which include 200 metre sprint, 800 metre run, 100 metre hurdles, high jump, long jump, shot put and javelin. The table below shows Jessica Ennis-Hills personal best for each event.*				
(a)	Outline how energy is provided during the jumping and throwing events of the heptathlon. Award one mark for the identification of the correct energy system. • ATP and PC • ATP Award up to two marks for a basic outline that identifies • Intensity • Duration Award up to three marks for the outline of how the energy system provides energy • ATP – equation • ATP-PC equation • ATP synthesised • ATP-PC - Phosphocreatine resynthesis of ATP • Muscle cell quick release • Duration ATP – 1sec, ATP-PC 6-8 seconds	**3**			**3**
(b)	Explain why Jessica Ennis Hills' performance in the 200 metres is predominantly was mainly anaerobic Award up to one mark for a basic explanation of anaerobic energy. • Maximal intensity/ effort and low duration Award up to two marks if only anaerobic is explained Award up to three marks if anaerobic and other systems are explained Answers must include a reasoned justification, linking the demands of the event to how energy is produced. Explanation of anaerobic energy systems Event specific ratios of: • ATP-PC • Anaerobic glycolysis (lactic acid) energy systems. • Aerobic energy demand is higher than oxygen utilisation, therefore anaerobic (not aerobic because) No reduction in intensity/ time to rest to repay oxygen debt.	**1**	**3**		**4**

Question		AO1	AO2	AO3	Total
(c)	Explain why athletes use an ice bath to reduce the delayed onset of muscle soreness, following an event. Award one mark for basic explanation of ice baths. Involves sitting in ice cold water for) between 5 – 20 minutes. Award up to two marks for a basic explanation of why ice baths are used. (the science) Award up to three marks a more detailed explanation of why ice baths reduce DOMS • Causes blood vessel vasoconstriction - Restricting blood flow to the muscles • After leaving the ice bath, area is flooded with new blood/vasodilation - Oxidation - Fresh oxygen removes lactic acid (when out of the ice bath) • Reduces swelling/tissue breakdown	**1**	**2**		**3**
(d) (i)	*Jessica Ennis-Hill believes that her coach played a vital role in learning new skills, transfer of skills and techniques, training and improved performance in competitions.* Describe two different types of learning transfer other than positive transfer. Award up to two marks for each correct identification of the types of learning transfer. Award up to two marks for each correct description of the types of learning transfer. • Negative • Zero • Proactive • Retroactive • Bilateral • Practice to performance	**4**			**4**
(ii)	Analyse, using examples, the strategies a coach could use to encourage positive transfer of skills during a training session. Award up to two marks for the knowledge of strategies to encourage positive transfer of skills. Award up to four marks for the analysis of the strategies that could be used during a session. • The coach uses relevant practices that encourage transfer during training. • Emphasise the transferable elements of a skill • To ensure the building of a schema/motor programmes • Heighten awareness of similarities to the performer e.g. environmental conditions, tactics, strategies, positive previous experience Relevant e.g. for all of the above	**2**		**4**	**6**

Question		AO1	AO2	AO3	Total
(e)	Discuss how Weiner's attribution theory could be used by a coach to develop an athlete's sporting performance. Banded answer *Indicative content* • Attribution theory - perceived cause for events or behaviour. • Reasons for behaviour, for winning and losing. • Important because it can affect –future effort, motivation and behaviour. • Coaches can use attribution theory to develop an understanding of performer's behaviour and an understanding of motivation. • Identification of reasons for performance helping performer to improve, develop, maintain performance, develop confidence • Weiner model of attribution • Locus of control/causality and stability dimensions explained. • Stable elements that are permanent • Unstable temporary elements that can changed • Internal –under performers control • External –outside of performers control • Internal /unstable – concentration, commitment, confidence, attitude, preparation. • Relevant example of ability, effort, luck task. • Attributing defeat to external attributions sustains confidence and establishes a winning expectation, taking away the responsibility of the loss from players. This would maintain self-esteem, sustain motivation, pride. • Success should be attributed to stable /internal reasons • Link with motivation- understanding attributions help coach/performer to realise what needs improving, how hard they need to work even when winning. • Attribution's affect EXPECTATIONS • (how we will perform in future) EMOTION (pride, enjoyment satisfaction/dissatisfaction, disappointment, frustration) • SELF SERVING BIAS –where performers who lose tend to attribute their failure to external causes and performers who win attribute success to internal factors. This limits sense of shame due to failure and highlights personal achievement in success. • LEARNED HELPLESSNESS – extreme lack of motivation, feeling of hopelessness. Caused by reinforced failure and internal /stable factors. • Global learned helplessness (all sport) • Specific learned helplessness (one sport) • Relevant example	**2**	**2**	**6**	**10**

Question		AO1	AO2	AO3	Total
	• ATTRIBUTIONAL RETRAINING – changing attributions to help motivation. Focus on external factors. | | INTERNAL | EXTERNAL | | STABLE | ability | task/ difficulty | | UNSTABLE | effort | luck |				

Band	AO1	AO2	AO3
3			**5-6 marks** Excellent discussion of how a coach could use attribution to develop an athlete's performance. Relevant examples are provided throughout showing each category. The response is clearly expressed and shows an accurate use of terminology. Writing is very well structured.
2	**2 marks** Good knowledge of Weiner's attribution model and how a coach could use it.	**2 marks** Good application of attribution and when it should be used. A range of appropriate examples used to illustrate model.	**3-4 marks** Good discussion of how a coach could use attribution to develop an athlete's performance. Some relevant examples are provided. The response is adequately expressed and shows an accurate use of terminology. Writing is generally well structured.
1	**1 mark** Limited knowledge of Weiner's attribution model and how a coach could use it.	**1 mark** Limited application of attribution and when it should be used. Limited appropriate examples used to illustrate knowledge of the model. May not cover all aspects.	**1-2 marks** Limited discussion on how a coach could use attribution to develop an athlete's performance. Limited relevant examples are provided. The response shows basic use of terminology. Writing shows evidence of structure.
0	**0 marks** No knowledge of Weiner's attribution model and how a coach could use it.	**0 marks** No application and understanding.	**0 marks** No discussion.

Question		AO1	AO2	AO3	Total
2.	*The Olympic and Paralympic Cycling teams have achieved great success over a wide variety of cycling events both on the track and road. Team GB cycling achieved 6 gold medals at the 2016 Rio Olympics and 12 gold medals at the 2016 Rio Paralympics. Despite £4 million funding cuts, there is still high expectations for success at the Tokyo 2020 games.* Jason Kenny won Gold in the 200m unpaced flying start in 9.5515s.				
(a)	Calculate Jason Kenny's average speed during his 200m unpaced flying start race in Rio 2016. Award one mark for the correct formula Average speed = Distance/time Award two marks max for the correct answer and units Average speed = 200/9.5515 Average speed = 20.94 m/s (could be a range 20-21)	**2**			**2**
(b) (i)	Define impulse **Award one mark for definition** • Impulse is the result of a force being applied over time/ Impulse is also a change in momentum/Impulse= force x time	**1**			**1**
(ii)	Performers need to consider the effects of drag in order to maximise performance. Describe the strategies that could be employed to limit the effects of drag in cycling. Award one mark for a basic description of streamlining Award up to two marks for the basic strategies that could be employed to limit drag Award up to four marks for the detailed strategies that could be employed to limit drag Strategies • Streamlining is an effective way of reducing drag and aiding a smoother flow of air past an object. • This smooth flow involves fair flowing in layers known as laminar flow. • In cycling, streamlining can be achieved in a number of ways. Cyclists adopt a low crouch position (using drop handlebars to reduce their frontal cross-section area) • Advances in bike design such as oval-shaped frame tubes and disc wheels have helped reduce drag. • Helmets have been designed to have a more aerodynamic shape (teardrop). The use of 'skin-suits'	**3**			**3**

Question		AO1	AO2	AO3	Total
	• Diagrams with explanation is acceptable. • Size • Shape • Speed • Surface area • Cross sectional area				
(c)	Explain how a cyclist's diet can be modified before, during and after a competition to optimise performance. General • Athletes should maintain a balanced diet of carbohydrates (60%), Fats (30%) and Protein (10%), vitamins and minerals and fibre. The % of each macronutrient may vary slightly depending on whether the athlete is a power athlete or an endurance athlete/to meet training needs. • Carbohydrate – the main source of energy • Fat – used for energy – important in relation to fat soluble vitamins • Protein – used for growth and repair • On average a non-athletes requires – approx. 1800-2000 KCal/day but an athletes would require approx. 3000 KCal./day(dependant on climate or activity) • Hydration is important and athlete should drink approximately 4L per day Before • Athletes should drink 1-2L prior to performance to ensure fully hydrated before the competition. • Pre-event meal should be consumed 3-4hours before the event and should consist of complex CHO's (medium/low GI foods) eg breakfast cereals, porridge, pasta, dried fruit, CHO drinks. • Endurance athletes may choose to carbohydrate/glycogen load prior to performance using the Sherman/Astrand/Quick or 24hr method – candidates could explain one method • Some athletes may choose to use legal ergogenic aids such as Protein, caffeine or creatine – reasons why. • Endurance athletes that train at moderate intensity for around 60min a day should eat 5-7g of carbohydrates per KG of body weight, per day/ up to 4hrs a day this may increase to 10-12g per Kg per day. • Power athlete diet of 5-6 small meals per day every few hours 11 may be preferable of up to 30% lean protein e.g. tuna and turkey	**2**	**4**		**6**

Question		AO1	AO2	AO3	Total
	During • Hydration – drink in small amounts approx 100ml per 15minutes/double if hot conditions • Use of medium to high GI foods and drinks e.g. isotonic drinks, gels, bananas, raisins if needed – dependent on length of competition After • Eating a high carbohydrate meal within 30 mins post exercise, the optimum time for the body to take up carbohydrate • High/medium Glycaemic Index (fast releasing energy carbohydrate in order to immediately begin to restore glycogen • Low Glycaemic Index (Carbohydrate that release energy at a slower rate e.g.fruit, wholemeal bread, wholemeal pasta and rice) continues to restore glycogen over a longer period of time (the metabolism remains elevated after exercise) • Also include protein for growth and repair of muscles • Hydration after exercise e.g 1 litre for every KG of body weight lost.				

Band	AO1	AO2
3		**4 marks** Excellent application of the diet and nutrition knowledge to all the phases of competition. Appropriate examples used to illustrate knowledge of diet and nutrition.
2	**2 marks** Good knowledge of diet and nutrition for athletes.	**2-3 marks** Good application of the diet and nutrition knowledge to the phases of competition. Some appropriate examples used to illustrate knowledge of diet and nutrition.
1	**1 mark** Limited knowledge of diet and nutrition for athletes.	**1 mark** Limited application of diet and nutrition knowledge to competition. Limited appropriate examples used to illustrate knowledge of diet and nutrition. May not cover all aspects.
0	**0 marks** No knowledge of nutrition for athletes.	**0 marks** No application of knowledge and understanding of diet and nutrition.

Question		AO1	AO2	AO3	Total
(d)	Analyse, using examples, how SMART targets could be used by the coaches to motivate performers. • Definition of motivation – Motivation concerns our inner drives to achieve a goal and external pressures and reward. • Reasons to set smart targets - Alleviate anxiety and stress, increase confidence and motivate. • Targets help to directing attention – learning focused, regulate effort, sustain effort, motivate and provide feedback. • Improve motivation • Improve self confidence / s elf esteem • Help control arousal levels • Focus on specific aspects of performance e.g. weaker areas • Specific technical/tactical/physical aspects can be focussed upon • Feeling of success/achievement can be experienced • Comparisons with previous goals be made. • Monitor performance. • Specific - Directly related to their sport/activity/outcome they want to • achieve • Measurable - Objective aspect that can be measured e.g. KG's, seconds etc. • Achievable - Within reach/attainable • Relevant - At the correct level for the performer, challenging • Time-Phased - Set time to achieve the goal including short and long term objectives • Evaluated - Self assessment and review of goals either during or at the end of the time agreed • Recorded - Records kept of training to monitor goals, enables • accountability • Agreed - Shared with other parties e.g. coach, other team members • Positive - Motivational/exciting and not negative in any way	**2**	**1**	**5**	**8**

Band	AO1	AO2	AO3
3			**5 marks** Excellent analysis of how SMART targets can used to motivate performers. Relevant examples are provided throughout showing the SMART framework. The response is clearly expressed and shows an accurate use of terminology. Writing is very well structured.
2	**2 marks** Good knowledge of SMART targets and how they could be used to motivate.		**3-4 marks** Good analysis of how SMART targets can be used to motivate performers. Some relevant examples are provided. The response is adequately expressed and shows an accurate use of terminology. Writing is generally well structured.
1	**1 mark** Limited knowledge of SMART targets and how they could be used to motivate.	**1 mark** Limited application of smart targets performance. Appropriate examples used related to cycling.	**1-2 marks** Limited analysis on how SMART targets can be used to motivate. Limited relevant examples are provided The response shows basic use of terminology. Writing shows evidence of structure
0	**0 marks** No knowledge of motivation, smart targets.	**0 marks** No application of knowledge and understanding.	**0 marks** No discussion.

Question		AO1	AO2	AO3	Total
(e)	*Sport helps to address issues of social inequality.* Discuss, using sporting examples, the accuracy of this statement in today's society: This question is extremely open and candidates will be rewarded for different approaches discussing economic, social, cultural, race, gender, disability. • Many sport sociologists have argued recently that the opportunity to participate actively in sport is stratified according to socio-cultural characteristics such as race, gender or class • E.g. Golf for white, suburban middle classes whilst boxing multiracial – urban working class males • Social class is a term used:– 'to identify specific groups of people through economic considerations that emphasise groups' differences based on wealth, income and status.' (Craig and Beedie, 2008) • Research suggests: the higher a person's social class, the more likely they are to be involved in sport – the more influence (and power) they are likely to have over the form that sport take and the way sport develops. • More than a third of British medal winners in the 2012 London Olympics were from private schools, which educate 7% of the school population, a study by the Sutton Trust shows. • The dominance of private schools is particularly evident in sports such as rowing. However, gold-medal winning athletes Jessica Ennis, Mo Farah and Greg Rutherford were state-educated, as were all the boxers, and all but one of the 12 medal-winning cyclists." The Guardian - Mon 13 Aug 2012 • Link between social class, social mobility, education and levels of exercise. • Link between participation in sports and social class e.g. polo and equestrian for upper classes and football and boxing as working class pursuits. • Isn't sport open to everyone? Is this a naïve view? • Dominant groups in society can exercise power and control over minority groups. • Discrimination occurs when opportunities available to the dominant group are not available to all social groups – can be linked to the concept of social mobility (Thompson, Wiggins-James and James, 2008). • Rooney law • Sport has often been seen as an avenue for social mobility. The 'glass ceiling' effect has been less evident in the sporting world than within other avenues of life such as business. • Concepts of prejudice and discrimination should be considered. Discrimination occurs when prejudice is	**2**	**2**	**6**	**10**

	acted upon. It can be overt (such as restricting membership to golf clubs) or covert (relating to an individual's deep seated beliefs) • economic, • social, • cultural, • race, • gender, • disability.				

Band	AO1	AO2	AO3
3			**5-6 marks** Excellent balanced discussion exploring both sides of the statement. Relevant examples are provided throughout. The response is clearly expressed and shows an accurate use of terminology. Writing is very well structured.
2	**2 marks** Good knowledge of social differentiation and issues with relation to sport.	**2 marks** Good application of theory and use of appropriate examples with reference to social differentiation and inequality.	**3-4 marks** Good discussion with statements supporting and disagreeing with the statement but there may be a bias to one side of the argument. Relevant examples are provided throughout. The response is adequately expressed and shows an accurate use of terminology. Writing is generally well structured.
1	**1 mark** Limited knowledge of social differentiation and issues with relation to sport.	**1 mark** Limited application of theory and use of appropriate examples with reference to social differentiation and inequality.	**1-2 marks** Limited discussion, particularly one sided. Occasional relevant examples are provided. The response shows basic use of terminology. Writing shows evidence of structure.
0	**0 marks** No knowledge of social differentiation.	**0 marks** No application of knowledge and understanding of social differentiation.	**0 marks** No discussion.

Question		AO1	AO2	AO3	Total
3.	*As modern sport has evolved there is a greater emphasis on scientific and technological developments to analyse and improve performance.*				
(a)	Describe how coaches could use video analysis techniques to improve the technical performance of an individual player. Award up two marks for a basic description of video analysis and how it improves performance Award up to four marks for a description of how coaches use video analysis techniques to improve technical performance • Split-screen side by side analysis • Slow motion • Frame by frame analysis to analyse areas of technical strength/weakness • Real time/notational analysis used to identify tactical/fitness strengths/weaknesses • Post-match notational analysis/coding • Compilations of 'aspects of play' • Relevant e.g.	**4**			**4**
(b)	*Teams at all levels from amateurs to elite professionals take part in thorough warm-up routines prior to performing.* Explain the physiological benefits of a warm-up on a player's performance. Award up to one mark for explaining that warm up reduces risk of injury. Award up to two marks for an explanation of the physiological benefits. Award up to three marks for the explanation of the physiological benefits and their impact on performance. *Indicative content* • Increased muscle temperature/elasticity of muscle fibres allows greater flexibility at the joints, allowing the player to reach further to receive a pass/reducing risk of muscular injury • Increase speed of nerve impulses/muscular contraction allows player to move into space more quickly • Increased blood flow to working muscles allows players to reduce O_2 Debt/delay OBLA at start of game/allows player to be ready for the intensity of the game from the beginning	**1**	**2**		**3**

Question		AO1	AO2	AO3	Total
(c)	Evaluate, using sporting examples, why a coach would use different leadership styles when coaching a team. *Indicative content* • Autocratic – task orientated/makes all decisions/authoritarian/does not share responsibility • Democratic – personal orientated/shares decisions/responsibility/develops relationships • Laissez-faire – group makes decisions/does not take responsibility • Relationship orientated – maintain communication/social interaction/develop trust/respect • Task orientated – focused on meeting goals, objectives, improving performance, productivity/plan, prioritise and assign tasks/ensure players stay on task/ • Sporting situation – pre-game planning/small group/basic task – democratic/relationship orientated, large group/time constrained/quick decision needed/dangerous –autocratic/task orientated • Member Characteristics – beginners/less able performers – autocratic/task orientated, elite performers – democratic/relationship orientated, female – democratic, male - autocratic • Personality of Leader	**2**	**2**	**4**	**8**

Band	AO1	AO2	AO3
3			**3-4 marks** Excellent evaluation of the suitability of different leadership styles to different sporting situations.
2	**2 marks** Good knowledge of the styles of leadership.	**2 marks** Good application of the styles of leadership using relevant sporting examples.	**2 marks** Good evaluation of the suitability of different leadership styles to different sporting situations.
1	**1 mark** Limited knowledge of the styles of leadership.	**1 mark** Limited application of the styles of leadership using relevant sporting examples.	**1 mark** Limited evaluation of the suitability of leadership styles to sporting situations.
0	**0 marks** No knowledge of the styles of leadership. Response not worthy of credit.	**0 marks** No application of the styles of leadership using relevant sporting examples. Response not worthy of credit.	**0 marks** No evaluation of suitability of leadership style to sporting situation. Response not worthy of credit.

Question		AO1	AO2	AO3	Total
(d)	Analyse how of 19th century British public schools influenced the emergence of modern sport. *Indicative content:* public schools **Values** Holistic approach/healthy body and mind Teamwork/endeavour/integrity/sportsmanship/honour/values/codes of conduct Muscular Christianity Leadership skills **Rationalisation** Codification, rules Competition- excellence House system – leagues, fixtures This question is about the impact public schools had on the emergence of modern day sport. Candidates do not need to analysis the three stages of development but rather analyse how the public schools influenced modern day sport. 3 Stages of Development of Athleticism (Team Games) in public Schools Stage 1: • Organised by boys • Cricket only team games with written rules/articles of agreement • Mostly mob games/localised unwritten rules • Schools developed own/different versions • Unruly/gambling/poaching/drinking/violence over skill • Initial melting pot of games Stage 2: • Influence of Thomas Arnold/social control/progressive headteacher • House games/responsibility of 6th form/reforms/ • character building/moral integrity • muscular Christianity • athleticism/games ethic Stage 3: • Development of facilities • discipline/teamwork/sportsmanship linked to Christian values • sport as an institution/cult of athleticism	**2**		**8**	**10**

	Codification and Rationalisation of team games • Ex public school boys/university graduates became factory owners/factory teams/industrialists saw benefits of games to workforce health/productivity • Industrial revolution/urbanisation/broken time payments/time off to play team games Oxbridge Melting Pot/Codification • development of governing bodies, rugby, football • consensus of rules/conventions Spread of sport throughout world –role of ex-public school boys • Clergy/missionaries • Civil service • Military • British Empire exporting sport				

Band	AO1	AO2	AO3
3			**6-8 marks** Excellent analysis of the role of public schools in the emergence of team games and modern day sport. Excellent analysis of the role of ex-public schoolboys in the development of team games. The response is clearly expressed, and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling.
2	**2 marks** Good knowledge of the role of Public Schools in the development of modern day sport.		**3-5 marks** Good analysis of the role of public schools in the emergence of team games and modern day sport Good analysis of the role of ex-public schoolboys in the development of team games. The response is adequately expressed, and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.
1	**1 mark** Limited knowledge of the role of Public Schools in the development of modern day sport.		**1-2 marks** Limited analysis of the role of public schools in the emergence of team games and modern day sport. Limited analysis of the role of ex-public schoolboys in the development of team games. The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling.
0	**0 marks** No knowledge of the role of Public Schools in the development of modern day sport Response not worthy of credit.		**0 marks** No analysis. Response not worthy of credit.

Question		AO1	AO2	AO3	Total
4.	*The mass participation verses elite debate has divided opinion at both local and national level. Organisations such as theYouth Sport Trust aim to "inspire a generation and promote lifelong participation in sport". By the same token developing sporting excellence is one of the priorities of sports governing bodies.* **Figure 2 shows the Sports Development Pyramid.** Discuss the view that promoting lifelong participation in sport should take priority over developing elite performance. Banded answer *Indicative content* Introduction and context – sports participation pattern represented as a continuum and pyramid structure. Importance of identification and development. Lifelong (mass) participation (concept that sport is open to everyone and not simply those who are highly skilled or exceptionally committed). Majority of performers will be towards the bottom of the pyramid. At the highest/elite levels (excellence), performers be on the verge or have reach the very pinnacle of sporting performance – national/international level. There is, inevitably, a link between the different levels of the pyramid and so changes at one end (such as in the funding of elite sport) will have a knock on effect at the other. Lifelong participation (mass participation / sports for all) v elite performance / excellence. Concept of Opportunity, Provision, Esteem. Lifelong participation (sport for all) v elite debate. Disproportionate amount of public money on the preparation of elite athletes at the expenses of mass participation/sport for all schemes, can this be justified? UK Sport spends a substantial amount of money on its elite performance programmes through a combination of Exchequer and National Lottery funds. Is it successful? What are the benefits of success? UK Sport adopts a 'no compromise' approach to the funding of sports and athletes. This means that sports that are not success (ie.do not win medals) are not funded or have their funding significantly reduced.	**2**	**3**	**15**	**20**

Question		AO1	AO2	AO3	Total
	There are a number of benefits that are associated with success in international sporting competitions (such as World Cups and Olympic Games) and many governments now feel that it is a legitimate use of public funds to support elite athletes. Sporting success can boost national pride and morale. Concept of the 'feel good factor' and bread and circuses theory – divert attention away from problems within society (esp. important in the age of austerity) Economic benefits – shop window policy. Increase tourism for the county. **Success in elite sport as a great driver of mass participation**. Success at an elite level can help to create more role model leading to increased participation (widen the base of the participation pyramid) Extended media exposure. Creation of role models – links with social learning theory. Lord Coe - everything starts from emulation and aspiration. Is elite sport too elitist? Money is ploughed into the chosen few at the expense of the rest. Is elite sport something to aspire towards? Problems with win at all costs (Lombardian ethic) and deviance – made worse by the commercialism of sport? **However,** supporting elite sport is very costly and others argue that funds could be better used in other areas such as;- health, education promoting sport for all. Issues relating to the promotion of sporting excellence Issues relating to promotion mass participation Promoting excellence will not address wider societal issues/inequalities. Some sports don't need funding-mass spectator sports (football) Governments use sport as a mechanism for introducing or reinforcing social harmony. 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.				

Question		AO1	AO2	AO3	Total
	Health of the nation debate. Higher levels of grass roots participation will, inevitably, lead to associated 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. Conclusion: Is it possible for Governments to promote both excellence and mass participation (finite levels of funding – funding elite programmes may direct money away from mass participation programmes – both are costly). Results from funding elite sport more immediately visible and tangible. Mass participation benefits tend to be long term. Candidates must be given credit for any other relevant information included				

Band	AO1	AO2	AO3
3			**11-16 marks** Excellent balanced discussion exploring both sides of the statement. Detailed and reasoned judgments are made Positive and negative effects on sport are discussed in detail The response is clearly expressed, and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling.
2	**2 marks** Good knowledge and understanding of mass participation versus elite performance debate	**2 marks** Good application of theory and use of appropriate examples with reference to mass participation and elite performance Relevant examples are provided throughout	**5-10 marks** Good balanced discussion exploring both sides of the statement. Judgements are made but not always evidence-based Evaluation tends to be one-sided concentrating on either the positive or negative effects The response is adequately expressed, and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.
1	**1 mark** Limited knowledge and understanding of the mass participation versus elite performance debate.	**1 mark** Limited application of theory and use of appropriate examples with reference to mass participation and elite performance	**1-4 marks** Limited discussion exploring both sides of the statement. Evaluation is one-sided and is superficial The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling.
0	**0 marks** No knowledge and understanding of the mass participation versus elite performance debate	**0 marks** No application of the mass participation versus elite performance debate	**0 marks** No discussion of the mass participation versus elite performance Response not worthy of credit.

Q	AO1	AO2	AO3	Total
1 (a)	3			3
(b)	1	3		4
(c)	1	2		3
(d) (i)	4			4
(d) (ii)	2		4	6
(e)	2	2	6	10
2. (a)	2			2
(b) (i)	1			1
(ii)	3			3
(c)	2	4		6
(d)	2	1	5	8
(e)	2	2	6	10
3. (a)	4			4
(b)	1	2		3
(c)	2	2	4	8
(d)	2		8	10
4.	2	3	15	20
	36	**21**	**48**	**105**