



GCE A LEVEL MARKING SCHEME

SUMMER 2018

**A LEVEL (NEW)
PHYSICAL EDUCATION - COMPONENT 2
A550U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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**

SUMMER 2018 MARK SCHEME

Question		AO1	AO2	AO3	Total
1. (a)	<p>Describe the features of American sports such as basketball which make them particularly appealing for television coverage. (4x1mark or 2x2marks) Award one mark for a description of any of the following points:</p> <p>American sport tends to be:</p> <ul style="list-style-type: none"> • fast-paced, intensive and high scoring; • include regular breaks eg. time-outs making them suitable for advertising ‘hits’; • involve a high degree of hype/entertainment value; • involve aggressive play/violence/masculinity which may appeal to the viewing public; • large fan base – part of the national psyche; • competitive games with opponents well-matched due to the draft system; • high profile/well-known (global) stars/role models with commercial appeal; • links with commercial appeal/sponsorship/franchise system/merchandising • Other. 	4			4
1. (b)	<p>Explain, using sporting examples, the factors which influence the trajectory of a projectile.</p> <p><i>Award one mark for each factor explained (up to a maximum of three) plus one mark for practical application.</i> Marks can be made up of several combinations</p> <p>2x2 marks for explanation and examples 3 marks for explanation of factors and 1 mark for sporting example</p> <ul style="list-style-type: none"> • Speed of release: the distance a projectile covers is determined by its speed of release, the faster the speed the further it will go eg. in the free throw the basketball will move vertically and so the speed of release will govern the height the ball reaches before gravity accelerates it back to earth. • Angle of release: This will affect the range of a projectile eg. a basketball tends to be projected at between 45-55° and so has both vertical and horizontal velocity. • Relative height of projection: This is the vertical distance between the projection point of an object and the point in which it lands eg. this will be affected by the height of basketball player when they release the ball. • Air resistance: this will act against the ball to slow it down. • Weight of projectile (mass x gravity) • Other 	2	2		4

1. (c)	<p>Explain, using sporting examples, how these different forms of feedback can aid in the learning of new skills.</p> <p><i>Award up to one mark for knowledge of how coaches use each form of feedback (from points below) to aid learning and up to two marks for application.(Max 2 marks KR and KP and 2 marks for aid learning)</i></p> <p>Knowledge of results gives an immediate indication of whether an attempted skill has been successful and can be used to:</p> <ul style="list-style-type: none"> • Provide immediate feedback and help reinforce skill learning. • Gives performers an indication of whether they need to amend their technique (further detail provided by Kp feedback). • May aid motivation. <p>Knowledge of performance (which is concerned with technique) can be used:</p> <ul style="list-style-type: none"> • Understand the technical aspect of a skill and pinpoint specific areas to be worked on. • Help develop kinesthetic awareness of a successful performance and help reinforce learning. • Can aid motivation and the development of self-efficacy. <p>Candidates may consider other forms of feedback (such as intrinsic or extrinsic, positive and negative, concurrent or terminal) and credit should be given as appropriate.</p>	2	2		4
1. (d)	<p>Assess the possible effects of state anxiety on performance and explain possible strategies performers may use to manage anxiety both prior to and during performance.</p> <ul style="list-style-type: none"> • Anxiety is a negative emotional state associated with feelings of apprehension and worry. • State anxiety is a temporary emotional state which is seen as a response to a situation which is perceived as being threatening. It is divided into cognitive state anxiety (feelings of worry and nervousness) and somatic state anxiety (awareness of arousal in the body). • Somatic state anxiety and performance have an inverted U relationship i.e. optimal performance is produced at a moderate level. Athletes with high levels of state anxiety show poor co-ordination and muscle tension, both of which will affect performance in a negative way. • Somatic state anxiety tends to be low but rises quickly prior to competition. It tends to decrease during competition. • High levels of cognitive state anxiety (fear of failure, worry about performance) will impair performance (negative linear relationship). • Cognitive state anxiety will cause a narrowing in the attentional field, poor decision-making (mental errors) and lack of confidence. • Cognitive state anxiety increases in the days before competition but fluctuates during performance. 	2	2	4	8

	<p>Strategies for managing anxiety</p> <ul style="list-style-type: none"> • Somatic techniques (relate to the body: purpose is to reduce the physiological effects associated with anxiety). • Biofeedback: use of physiological measuring equipment to help teach athletes how to control physiological responses – e.g. finger thermometers or electromyograms. • Centering • Breathing techniques • Relaxation techniques eg. – progressive muscle relaxation (PMR) and meditation. • Cognitive techniques (relate to the mind: emphasise the role of the thought processes in managing anxiety). • Imagery/visualization/mental rehearsal • Goal setting. • Self-talk/positive thinking. • Negative thought stopping. • Cognitive relabeling. • Other. 				
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Band	AO1	AO2	AO3
2	<p>2 marks</p> <p>Good knowledge of state anxiety and detailed understanding demonstrated of different strategies that might be employed to manage anxiety.</p> <p>Good use of technical language.</p>	<p>2 marks</p> <p>Good application of knowledge and understanding of how different strategies can be used to manage anxiety.</p> <p>Good range of appropriate examples employed.</p>	<p>3-4 marks</p> <p>Detailed analysis of the possible effects of state anxiety (cognitive and somatic) on performance.</p> <p>Detailed conclusions drawn on potential effects of state anxiety.</p>
1	<p>1 mark</p> <p>Limited knowledge of state anxiety and some understanding demonstrated of different strategies that might be employed to manage anxiety.</p>	<p>1 mark</p> <p>Limited application of knowledge and understanding of how different strategies can be used to manage anxiety.</p> <p>limited range of appropriate examples employed</p>	<p>1-2 marks</p> <p>Some analysis of the possible effects of state anxiety on performance.</p> <p>Some conclusions drawn on potential effects of state anxiety.</p>
0	<p>0 marks</p> <p>Response not worthy of credit.</p>	<p>0 marks</p> <p>Response not worthy of credit.</p>	<p>0 marks</p> <p>Response not worthy of credit.</p>

1. (e)	<p>Evaluate, using appropriate theories, the importance of group cohesion and leadership in building successful teams.</p> <p>The material listed below is indicative of content that may be included within a response. Responses should be levelled using the descriptors.</p> <ul style="list-style-type: none"> • A group is defined as ‘two or more people who are interacting with one another in such a manner that each person influences and is influenced by each other person.’ (Shaw, 1976). • Groups have the six Is – interaction, interdependence, interpersonal relationships, identical goals, identity and independence. • Successful groups tend to go through four developmental stages: forming, storming, norming and performing (Tuckman). • Cohesion is the tendency of members of a team to work together to achieve a common goal. • Made up of task cohesion (how well a team works together to achieve common goals) and social cohesion (how much members of a team get along with each other). • Carron’s factors (antecedents) of group cohesion: situational/environmental elements, personal elements, team elements and leadership elements (see below). • Strategies for developing team cohesion eg. importance of clear role, clear communication, identity, social support, effective leadership. • Steiner’s model of group productivity - successful teams are more than the sum of their parts. The actual productivity of a team (desired level of performance) is equal to its potential productivity minus process losses due to poor team coordination, use of resources or limited motivated. • Importance of leadership in building teams eg. Use of different leaderships styles in different situations (democratic/autocratic). • Fiedler’s contingency model of leadership – team centered and relationship centered leaders. • Chellandurai’s multi-dimensional model of leadership: required behaviour, preferred behaviour and actual behaviour • Credit to be given for other relevant material. 	2		8	10
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Band	AO1	AO2	AO3
3			<p>7-8 marks Excellent analysis and evaluation of the importance of group cohesion and leadership in building successful teams.</p> <p>Excellent conclusions drawn based on evidence (theories) presented.</p>
2	<p>2 mark Good knowledge of theories of group dynamics and leadership.</p> <p>Good use of technical language.</p>		<p>4-6 marks Good analysis and evaluation of the importance of group cohesion and leadership in building successful teams.</p> <p>Good conclusions drawn based on evidence presented.</p>
1	<p>1 mark Limited knowledge of theories of group dynamics and leadership.</p> <p>Limited use of technical language.</p>		<p>1-3 marks Limited analysis and evaluation of the importance of group cohesion and leadership in building successful teams.</p> <p>Limited conclusions drawn based on evidence presented.</p>
0	<p>0 marks Response not worthy of credit.</p>		<p>0 marks Response not worthy of credit.</p>

2. (a)	<p>Using the information provided, explain the different anaerobic energy demands placed on front row players and outside backs and the implications for training these different positions.</p> <p>Different energy system demands:</p> <ul style="list-style-type: none"> • Sprinting involves maximal effort; it is a high-intensity activity that stresses the anaerobic energy systems of the body. • Outside backs spend significantly more time sprinting in a game compared with front row players (outside backs: n=11; front row: n=3). • The maximum sprint duration for outside backs is significantly longer than front row forwards (13.7 seconds compared with 4.2 seconds). • There are two anaerobic energy systems: the ATP-PC system (2-10 seconds of high-intensity work as such breaking through the gain line for outside backs) and lactic acid system (10-60 seconds of high-intensity work eg. outside back sprinting down the wing to score a try after an interception). • The proportion of each anaerobic energy system employed will depend on the duration of the sprint. <p>Implications for training:</p> <ul style="list-style-type: none"> • Rugby is an intermittent sport ie. players spend time during the game working at high-intensity and then rest (work-to-rest ratios). • Consequently, methods of training employed should also involve periods of high intensity work and recovery eg. interval training (inc HIIT), plyometrics, circuits, farklek). • Training which replicate the demands placed on players during the game is desirable. • Front row players should engage in intermittent training with shorter durations eg. interval training with sprints over 10-20m. However, the duration of their rest periods should be less than outside backs due to the positional requirements (specificity). • Outside backs should engage in intermittent training with longer intervals of work eg. sprints of 40-60m. However, longer periods of recovery will be required to enable restoration of PC stores eg. 80-120 seconds. • Forwards should engage in power-based training eg. plyometrics and weight training to aid their rucking, mauling and tackling. • Other relevant points should also be credited. 	4	2	2	8
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Band	AO1	AO2	AO3
3	<p>3-4 marks Excellent knowledge of theories of energy systems and training methods evident.</p> <p>Excellent use of technical language.</p>		
2	<p>2 mark Good knowledge of theories of energy systems and training methods evident.</p> <p>Good use of technical language.</p>	<p>2 marks Good application.</p> <p>Good knowledge and understanding of energy systems and training methods shown through use of relevant examples.</p> <p>Good use of information provided in question.</p>	<p>2 marks Good analysis and evaluation of the impact of different energy systems on performance and good analysis of the effectiveness of particular training methods.</p> <p>Good conclusions and reasoned judgments drawn based on evidence presented.</p>
1	<p>1 mark Limited knowledge of theories of energy systems and training methods evident.</p> <p>Limited use of technical language.</p>	<p>1 mark Limited application.</p> <p>Limited knowledge and understanding of energy systems and training methods shown through use of relevant examples.</p> <p>Limited use of information provided in question.</p>	<p>1 mark Limited analysis and evaluation of the impact of different energy systems on performance and limited analysis of the effectiveness of particular training methods.</p> <p>Limited conclusions and reasoned judgments drawn based on evidence presented.</p>
0	<p>0 marks Response not worthy of credit.</p>	<p>0 marks Response not worthy of credit.</p>	<p>0 marks Response not worthy of credit.</p>

2. (b)	<p>Analyse the action of the kicking leg as shown in the image above at:</p> <p>i) Knee</p> <p><i>Award up to two marks for the following analysis of knee joint:</i></p> <ul style="list-style-type: none"> flexion at the knee (hinge joint) caused by: (concentric contraction) of the hamstrings(biceps femoris) <p>ii) Ankle</p> <p><i>Award up to two marks for the following analysis of ankle joint:</i></p> <p><i>Either</i></p> <ul style="list-style-type: none"> plantar flexion at the ankle (hinge joint) caused by: (concentric contraction) of gastrocnemius. or dorsiflexion at the ankle (hinge joint) caused by: (concentric contraction) of tibialis anterior. 	2		2	4
2. (c)	<p>Classify the drop kick (as shown in Figure 3) on the skill continua below and justify your answer</p> <p><i>There are no marks for placing the skill on the continuums; marks are awarded for justifying the answer – 1 mark for each justification.</i></p> <p>The drop kick is a:</p> <ul style="list-style-type: none"> Open skill as it occurs in a constantly changing/unpredictable environment. The player will need to consider the movement of team mates and the opposition. Gross skill as it involves fairly large body movements utilising the larger muscle groups. Fairly self-paced skill as the performer has control over the speed of the execution of the skill and decides when to commence the skill. 			3	3
2. (d)	<p>Using sporting examples, explain the difference between assertive play, instrumental aggression and hostile aggression.</p> <p>Award up to 2 marks for knowledge of assertive play, instrumental aggression and hostile aggression.</p> <p>Award up to 3 additional marks for application – use of appropriate examples.</p> <p>Up to 3 marks for differences between two aspects</p> <ul style="list-style-type: none"> Assertive play: is forceful play within the laws of the game (legitimate). There is no intention to harm or injure the opposition; behaviour is controlled and goal-directed eg. hard tackle within rugby that drives a player back over the gain line. Hostile aggression: purpose is solely to cause harm to opponent and is accompanied by anger. Primary reinforcement is seeing someone hurt or in pain (reactive aggression) eg. stamping on a player at the bottom of a ruck in retaliation. Instrumental aggression: purpose is to win. Aggression is used as a means of achieving a goal/as a tactic. Primary reinforcement is extrinsic reward such as success, trophies, status eg. deliberately tackling the player in the air in order to put them out of the game as a tactic to win. 	2	3		5

2. (e)	<p>Discuss the physiological processes involved in recovery from exercise and the possible strategies that performers may employ in order to speed up these processes.</p> <p>Process of recovery</p> <ul style="list-style-type: none"> • The process by which the body is returned to its pre-exercise state is called excess post-exercise oxygen consumption (EPOC). EPOC represents the volume of oxygen required for an athlete to recover fully. • It is comprised of two parts: the alactacid (fast replenishment) and lactacid (slow replenishment) components. • Alactacid component (fast replenishment) component involves: resaturation of haemoglobin and myoglobin and the restoration of muscle phosphagen. • It takes approximately 30 seconds to restore 50% of phosphocreatine stores and two-three minutes for full recovery of stores via the coupled reaction. • The alactacid component of EPOC uses 2-4 litres of oxygen. • Lactacid component (slow replenishment) involves the removal of CO₂ and lactic acid and the replenishment of glycogen. • The removal of CO₂ is achieved through the maintenance of a high cardiac output and respiratory rate following the cessation of exercise. A large proportion CO₂ is removed in blood plasma through the formation of carbonic acid. • The removal of lactic acid relies on the buffering capacity of the blood along with the conversion back to pyruvic acid. Pyruvic acid follows three different pathways: Kreb's Cycle, conversion into glucose and glycogen and the Cori cycle. • Lactic acid removal takes around one hour depending on the intensity of exercise although it can take much longer. <p>Strategies for speeding up recovery</p> <ul style="list-style-type: none"> • Active cool down. • Use of ice baths/cryotherapy • Nutrition: consumption of high carbohydrate and protein meal. • Use of compression clothing. • Massage. • Other. 	6	2	7	15
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Band	AO1	AO2	AO3
3	<p>5-6 marks</p> <p>Excellent knowledge of recovery processes and strategies used to speed up recovery.</p> <p>Excellent use of technical language used throughout response.</p>		<p>6-7 marks</p> <p>Excellent discussion of the physiological processes involved in recovery.</p> <p>Excellent analysis and evaluation of different strategies used to speed up recovery.</p> <p>Excellent conclusions and reasoned judgments drawn based on evidence presented.</p>
2	<p>3-4 marks</p> <p>Good knowledge of recovery processes and strategies used to speed up recovery.</p> <p>Good use of technical language used throughout response</p>	<p>2 marks</p> <p>Good application.</p> <p>Good understanding demonstrated of the links between recovery processes and possible recovery strategies.</p> <p>Good use of relevant examples.</p>	<p>4-5 marks</p> <p>Good discussion of the physiological processes involved in recovery.</p> <p>Good analysis and evaluation of different strategies used to speed up recovery.</p> <p>Good conclusions and reasoned judgments drawn based on evidence presented.</p>
1	<p>1-2 marks</p> <p>Limited knowledge of recovery processes and strategies used to speed up recovery.</p> <p>Limited use of technical language used throughout response</p>	<p>1 mark</p> <p>Limited application.</p> <p>Limited understanding demonstrated of the links between recovery processes and possible recovery strategies.</p> <p>Limited use of relevant examples.</p>	<p>1-3 marks</p> <p>Limited discussion of the physiological processes involved in recovery.</p> <p>Limited analysis and evaluation of different strategies used to speed up recovery.</p> <p>Limited conclusions and reasoned judgments drawn based on evidence presented.</p>
0	<p>0 marks</p> <p>Response not worthy of credit.</p>	<p>0 marks</p> <p>Response not worthy of credit.</p>	<p>0 marks</p> <p>Response not worthy of credit.</p>

3. (a)	<p>Define self-efficacy and explain ways in which a coach could help to improve the self-efficacy of a performer.</p> <p><i>Award 1 mark for definition</i> Self-efficacy is defined as self-confidence within specific situation. It is the expectation of being competent and successful in a particular task.</p> <p><i>Award up to 3 marks for explanation of any of the below points:</i></p> <ul style="list-style-type: none"> • Provide opportunities for performers to experience early success. • Assist players in attributing success to internal factors such as ability and effort. • Give players opportunities to watch performers of a similar standard achieve (vicarious experiences). • Set attainable and realistic goals that can be met to give performers the feeling of success. These goals should be performance rather than outcome-related. • Use strategies such as imagery to allow players to visualise success or self-talk to boost confidence. • Use praise/encouragement and positive body language. Encourage players to act confident. • Teach performers how to view arousal in a positive way (emotional control). May involve the use of relaxation techniques. • Other. 	2	2		4
3. (b)	<p>Describe how a coach might improve a performer's selective attention.</p> <p><i>Award 1 mark for understanding selective attention</i></p> <ul style="list-style-type: none"> • Selective attention is a process where relevant (sensory) information is filtered into the short-term memory whilst irrelevant information is filtered out. This allows us to attend to only to what is relevant. <p><i>Award up to 3 marks for description of any of the below points:</i></p> <ul style="list-style-type: none"> • Make practice conditions appropriate to 'hone' selective attention eg. practicing in presence of an audience to work on blocking out distractions. • Highlight specific cues for performer to attend to – links with anticipation • Use mental rehearsal/visualization techniques • Make associations between stimuli and past experience • Make stimuli easy to remember by increasing its intensity/make stimuli memorable. • Use of routines. 	4			4

3. (c)	<p>Explain the procedure that should be followed for the immediate management of a soft tissue injury such as a ligament sprain or muscle strain.</p> <p><i>Award 1 mark for explanation of each of the PRICE procedure (up to a maximum of 4).</i></p> <ul style="list-style-type: none"> • The PRICE protocol should be followed for treating such muscle and joint injuries. It should be followed immediately after the injury has been sustained and involves five steps: • Protect or Pressure: the injury from further damage by providing support (eg. strapping the injury, using a splint) • Rest: the injury should be rested for at least two-three days to allow the body's own healing process to occur naturally and prevent further damage. This may involve taking weight of injured joints by using crutches. • Ice: apply a cold compress to the injury eg. ice pack. The aim of this is to reduce swelling and inflammation. This should be carried out for 15-20 minutes every 2-3 hours. • Compression: compress the injury e.g. using tape or tubular bandage. This will minimize swelling but you need to ensure that the bandage is not too tight. • Elevation: this is important immediately post-injury to reduce the amount of blood flow to the injured area. The injured area should be raised above heart level (if possible). 		4		4
3. (d)	<p>Discuss the potential reasons for the increase in female participation and the barriers still faced by women in closing the participation gap.</p> <p>Potential reasons for increase in female participation</p> <ul style="list-style-type: none"> • Increasing challenge to gender stereotypes eg. success of Nicola Adams in boxing at London and Rio Olympics • Successful media campaigns such as <i>This Girl Can</i> • Increased media coverage of women's sport eg. televising of World Cup, addition of female teams into highly-successful Fifa console game. • Increased role models eg. Laura Trott (Kenny) and Team GB Hockey side from Rio 2016 Olympics. • Increased prize money and sponsorship available in elite sports • Changes to working patterns eg. flexible working hours/shared parental responsibility for childcare. • Impact of technology eg. fitness devices and associated apps and social networking • Greater range of leisure activities eg. introduction of Zumba/Body Combat/Pilates into gym programmes. • Other relevant points. 		2	6	8

	<p>Barriers to participation:</p> <ul style="list-style-type: none"> • Less opportunities to participate eg. fewer clubs for women in particular sports, more restricted programme of physical education and school sport • Fewer role models • Less media coverage especially on mainstream television and problems relating to exploitation eg. Eugine Bouchard <i>Twirlgate</i> (<i>#CovertheAthlete</i> campaign) • Lack of opportunities in coaching, management and leadership • Less funding for female sport/less sponsorship • Issues relating to body image and self-esteem/media representation of ideal body image • Some stereotypical myths and stereotypes still exist within sport and society • Other relevant points which are not necessarily gender-specific eg. lack of time and money <p>Bands below next question</p>				
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4.	<p>Discuss the view that within professional sport, levels of fair play and sportsmanship have declined.</p> <p>The following is indicative of the material that might be included in the answer.</p> <ul style="list-style-type: none"> • The rise of professionalism led, unsurprisingly, to a rise in commercialisation. As sports began to attract paying spectators, players wanted a share of the profits made from gate receipts. • The commercialisation of sport refers to the process of sport becoming subject to the market forces of commerce. • In recent years, sports and commerce have become so interlinked that it is difficult to separate the two. Gate receipt money in some sports is now almost insignificant in relation to income generated from 'exclusive rights' television deals, merchandising and sponsorship. • Evidence that sport has become increasingly commercialised include the proliferation of entrepreneurs buying sports teams as a business investment; the hyper inflation of footballers wages and the associated problems of 'image rights' the power of the transfer market; the commodification of sports brands (such as Nike and Adidas); the importance of television revenues (and associated pay-per-view and sport-specific satellite channels); increased prize money (especially in boxing and golf) and the importance of sponsorship and advertising deals. • Sport has become a commodity (something that can be bought and sold) and its players are an integral part of this package – links with the concept of the 'Americanisation' of sport. • Some argue that sport has become overly commercialised – the rewards for winning have become so significant that a 'win at all costs' mentality has permeated into the bloodstream of sport. The concept of sportsmanship has been eroded and replaced by increased gamesmanship, deviant and even violent behaviour as athletes (and teams/sports authorities) seek to gain the vast rewards associated with success. • Deviance (from the Latin de, from, and via, way) refers to behaviour that is seen to deviate from the norm within society. • Examples may be used to illustrate the rise of such deviant behaviour e.g. violent play, drug taking, gamesmanship such as diving in football and sledging in cricket. Examples of off field deviant behaviour might include bribery, illegal payments (so called 'bungs') and corruption relating to the World Cup and Olympic bidding process. 	4		16	20
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	<ul style="list-style-type: none"> • Whilst deviance has been a common feature in some sports (such as athletics and cycling) for many years, no sport appears to be 'safe'. • Sportsmanship and fair play are still an important part of sport. Players who demonstrate good sportsmanship not only abide by the written rules of the game but also follow the unwritten ones such as walking before the umpire's decision in cricket or passing the ball back to the attacking team after an injury. It is naïve to assume that such behaviour should still be part of modern professional sport given the vast sums of money available for success? Examples to illustrate this counter argument should be included. • In some instances such as East Germany in the 1970's deviant practices such as drug taking were part of an state-sponsored system (known as State Plan 14:25) and linked to the promotion of a political ideology. Success was used for propaganda purposes rather than for financial gain. • It may be the case that deviance in sport is not increasing, it is just the case that the sports authorities are getting better at catching the cheats (e.g. important of World Anti-Doping Agency (WADA) and new drug testing technology) or that there is more media coverage of issues relating to deviance in sport. 				
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Band	AO1 4 marks	AO3 16 marks
3	<p align="center">3-4 marks</p> <p>Excellent knowledge of deviance, fair play, sportsmanship and commercialisation.</p> <p>Excellent use of technical language throughout the response.</p>	<p align="center">12-16 marks</p> <p>Excellent analysis and evaluation of the different factors relating fair play, deviance and commercialisation in sport (in relation to the statement posed)</p> <p>Exceptionally detailed discussion with excellent conclusions drawn based on evidence presented.</p> <p>A wide range of relevant examples are provided throughout and there are excellent synoptic links drawn between different areas.</p> <p>The response is clearly expressed and writing is very well structured and perceptive.</p>
2	<p align="center">2 marks</p> <p>Good knowledge of deviance, fair play, sportsmanship and commercialisation.</p> <p>Good use of technical language throughout the response.</p>	<p align="center">6-11 marks</p> <p>Good analysis and evaluation of the different factors relating fair play, deviance and commercialisation in sport (in relation to the statement posed)</p> <p>Detailed discussion with good conclusions drawn based on evidence presented.</p> <p>A range of relevant examples are provided throughout and there are good synoptic links drawn between different areas.</p> <p>The response is clearly expressed and writing is generally well structured although debate may be one-sided.</p>
1	<p align="center">1 mark</p> <p>Limited knowledge of deviance, fair play, sportsmanship and commercialisation.</p> <p>Limited use of technical language throughout the response.</p>	<p align="center">1-5 marks</p> <p>Limited analysis and evaluation of the different factors relating fair play, deviance and commercialisation in sport (in relation to the statement posed)</p> <p>Superficial discussion with few conclusions drawn based on evidence presented.</p> <p>A range of relevant examples are provided throughout and there are good synoptic links drawn between different areas.</p> <p>The response is descriptive in nature and poorly structured. Limited debate.</p>
0	<p align="center">0 marks</p> <p>Response not worthy of credit.</p>	<p align="center">0 marks</p> <p>Response not worthy of credit.</p>

Band	AO2 2 marks	AO3 6 marks
3		<p style="text-align: center;">5-6 marks</p> <p>Excellent discussion of the barriers still faced by women in closing the participation gap</p> <p>Exceptionally detailed discussion with excellent conclusions drawn based on evidence presented.</p> <p>A wide range of relevant examples are provided throughout and there are excellent synoptic links drawn between different areas.</p> <p>The response is clearly expressed and writing is very well structured and perceptive.</p>
2	<p style="text-align: center;">2 marks</p> <p>Good knowledge of the reasons for an increase in female participation.</p> <p>Good use of technical language throughout the response.</p>	<p style="text-align: center;">3-4 marks</p> <p>Good discussion of the barriers still faced by women in closing the participation gap</p> <p>Detailed discussion with good conclusions drawn based on evidence presented.</p> <p>A range of relevant examples are provided throughout and there are good synoptic links drawn between different areas.</p> <p>The response is clearly expressed and writing is generally well structured although debate may be one-sided.</p>
1	<p style="text-align: center;">1 mark</p> <p>Limited knowledge of the reasons for an increase in female participation.</p> <p>Limited use of technical language throughout the response.</p>	<p style="text-align: center;">1-2 mark</p> <p>Limited discussion of the barriers still faced by women in closing the participation gap</p> <p>Superficial discussion with few conclusions drawn based on evidence presented.</p> <p>A range of relevant examples are provided throughout and there are good synoptic links drawn between different areas.</p> <p>The response is descriptive in nature and poorly structured. Limited debate.</p>
0	<p style="text-align: center;">0 marks</p> <p>Response not worthy of credit.</p>	<p style="text-align: center;">0 marks</p> <p>Response not worthy of credit.</p>

Assessment Objectives Pre QPEC

Component 2 – Assessment Strategy

AOs	AO1	AO2	AO3 (a) (b)	TOTAL
%age	12%	7%	16%	35%
marks	36	21	48	105

Quantitative assessment 6 marks

Component 2 – 2018 Examination Series

	AO1	AO2	AO3 (a) (b)	TOTAL
Q1	12	6	12	30
Q2	14	7	14	35
Q3	6	8	6	20
Q4	4		16	20
Total	36	21	48	105

Band	AO1 2 marks	AO2 2 marks	AO3 6 marks
3	3 marks Excellent knowledge of	5 marks Excellent application of the Appropriate examples of the techniques for each phase	7-8 marks Excellent analysis 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	3-4 marks Good application Appropriate examples of the techniques used.	4-6 marks Good analysis 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	1-2 marks Limited application of Appropriate exampleshowever may not cover all	1-3 mark Limited analysis Relevant examples are provided The response shows basic use of terminology. Writing shows evidence of structure
0	0 marks No knowledge of performance analysis	0 marks No application of knowledge and understanding of performance analysis	0 marks No discussion of how performance analysis is used.