



GCE A LEVEL MARKING SCHEME

SUMMER 2022

**A LEVEL (NEW)
PHYSICAL EDUCATION - UNIT 3
1550U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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Guidance for examiners

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Banded mark schemes

For band marked questions mark schemes are in two parts.

Part 1 is advice on the indicative content that suggests the range of concepts, facts, issues and arguments which may be included in the learner's answers. These can be used to assess the quality of the learner's response.

Part 2 is an assessment grid advising bands and associated marks that should be given to responses which demonstrate the qualities needed in AO1, AO2 and AO3. Where a response is not creditworthy or not attempted it is indicated on the grid as mark band zero.

Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Question	Mark scheme	AO1	AO2	AO3	Total
1. (a)	<p><i>Identify the potential risks of the use of anabolic steroids on health.</i></p> <p>3x1 mark</p> <p><u>Health</u> Females acquire masculine features such as deep voice, facial hair etc. Males reduce sperm count, infertility, baldness, prostate cancer, aggressive behaviour. Kidney and Liver failure. Other relevant health risks.</p> <p>MAX 1 mark for Psychological health risks, social health risks, financial health risks</p>	3			3
(b)	<p><i>Outline how chemoreceptors influence heart rate during exercise.</i></p> <p>3 marks for: 1 mark basic outline 2-3 marks for a developed outline</p> <p>Chemoreceptors are sensitive to increased levels of CO₂ and H⁺.</p> <ul style="list-style-type: none"> • Lactic acid increases, pH decreases. • This causes a decrease in O₂ carrying capacity of red blood cells (Bohr effect) shifting of O₂ dissociation curve, haemoglobin releases O₂. • Role of Cardiac Control Centre (CCC), Vagus nerve, parasympathetic nervous etc system • Stimulate increased heart rate to compensate. • Reverse of above process is accurate where heart rate is decreased. 	3			3
(c)	<p><i>Describe how the heart works as a dual-action pump when circulating blood during exercise.</i></p> <p>Max 3 marks for</p> <ul style="list-style-type: none"> • Pulmonary circulation • Co₂ blood (de oxygenated blood) • Heart to lungs and return. • RV, pulmonary valve (semi lunar), pulmonary artery lungs, oxygenation, pulmonary vein, LA, bicuspid (Artioventricular valve). <p>Max 3 marks for</p> <ul style="list-style-type: none"> • Systemic circulation • O₂ blood (Oxygenated) • Heart to body and return • LV, aortic valve (semi lunar valve), Aorta, muscle cells, release O₂ pick up CO₂, IVC and SVC, RA, tricuspid (AV valve), RV 	6			6

Question	Mark scheme	AO1	AO2	AO3	Total
2. (a)	<p><i>Explain, using examples, the causes of Learned Helplessness.</i></p> <p><i>Definition - award up to 1 mark</i></p> <p>Learned Helplessness – an extreme lack of motivation, disengagement, feelings of hopelessness. A state produced by repeated exposure to negative situations. Athletes may experience challenge avoidance, low tolerance to persist, and view failure to achieve as result of inevitable, uncontrollable forces. This has a negative effect on <i>self-esteem</i>. <i>Can be Global or Specific.</i></p> <p><i>Causes award up to 3 marks</i></p> <ul style="list-style-type: none"> • Linked to attribution theory, Internal stable attributions • Lack of effort • Low skill level • Learnt behaviour caused by repeated failure. • Feeling of not having control. • Avoid challenges as they believe nothing they can do can alter outcome. • Relevant e.g. 	1	2		3
(b)	<p><i>Explain why a coach would use attribution retraining to improve sporting performance.</i></p> <p><i>4 marks or 2x2 amplified</i> <i>1-2 marks for basic explanation</i> <i>3-4 marks for developed explanation</i></p> <ul style="list-style-type: none"> • Attribution retraining – changing attributions from negative to positive thus increasing motivation. • Focus on external (locus of causality) attributions e.g. environment, luck, task difficulty (opposition were much better standard) • Focus on unstable attributions, lack of effort and task difficulty. • Do NOT attribute failure to internal stable attribution (skill/ability) • Cause Increases effort. Put down loss to experience. • Relevant example. 		4		4

Question	Mark scheme	AO1	AO2	AO3	Total
(c) (i)	<p>Improving reaction time in sport can have a positive effect on performance.</p> <p><i>Outline, using examples, how anticipation can influence reaction time.</i></p> <p><i>3 marks (3x1 mark)</i> <i>1 basic outline</i> <i>2-3 developed answer</i></p> <ul style="list-style-type: none"> • Anticipation refers to the ability to quickly and accurately predict the outcome of an opponent's action before that action is completed. • Athletes can use cues (cue detection) to anticipate outcomes at earlier moments in an action. • Allowing more time to perform an appropriate response in time-stressed task. Reaction time is improved. • Anticipation can increase or decrease reaction time • Relevant e.g. 	3			3
(c) (ii)	<p><i>Explain how the Psychological Refractory Period (PRP) can affect reaction time.</i></p> <p><i>1-2 marks basic explanation</i> <i>3-4 marks developed explanation</i></p> <p>PRP is the delay in being able to respond to a second or two closely spaced stimuli.</p> <ul style="list-style-type: none"> • PRP occurs where there is a presentation of a second stimulus before the previous stimulus has been processed. (ii) PRP refers to a period of time during which the response to a second stimulus is significantly slower because a first stimulus is still being processed. • This delay in response time is required to divide attention • This slows down reaction time. • Single channel hypothesis, channel of limited capacity (explanation of process acceptable) • Relevant e.g. it is often associated with disguised shots or dummies • Relevant diagram can be used to support answer 		4		4

Question	Mark scheme	AO1	AO2	AO3	Total
(d)	<p><i>Describe the strategies a coach could use to ensure information is stored in a performer's long-term memory.</i></p> <p><i>1-2 marks for basic description</i> <i>3-4 marks developed description</i> <i>5-6 marks for a detailed description</i></p> <p><i>6 marks for description based on following:</i></p> <ul style="list-style-type: none"> • Rehearse/repeat/reinforce information • Make information more meaningful • Associate with information that is already familiar • Relate to past experiences • Make experiences emotional/pleasurable/painful/intense • Make stimuli more recognisable/contrasting/different/intense • Feedback (different forms) • Analysis (different methods) • Relevant example. 	6			6

Question	Mark scheme	AO1	AO2	AO3	Total
3. (a)	<p>Jamaican sprinters have dominated World and Olympic athletics in recent years. Preparing for competition at the very highest level requires detailed understanding and application of Physiological and Biomechanical principles.</p> <p><i>Explain how an understanding of Newton's third law of motion could aid the sprinter at the start of a race (figure 1).</i> 2x1 mark</p> <ul style="list-style-type: none"> • When two bodies (objects) exert forces on one another action and reaction are equal and opposite. • For every action (force) exerted by 1 object on a 2nd, there is an equal & opposite reaction (force) exerted by the 2nd object on the 1st • Always occur in pairs. • Law applied to sprint start- action of muscle leg push against the blocks produces equal reaction from blocks. • Law applied to pick up and beginning of race – leg force applied against running surface produces equal reaction. 		2		2
(b) (i)	<p><i>Identify three long term physiological adaptations of anaerobic training on the muscular system of a sprinter.</i></p> <p>3x1 mark</p> <p>Increase in – glycogen stores, ATP stores, creatine phosphate level, Muscle hypertrophy. Changes in type 2b (type 2a muscle fibre). Recruitment of motor units improved. Increased activation of prime mover Maintain elasticity of muscle fibre, Increased tensile strength of ligaments, tendons. Increase calcium (osteoblasts)</p> <p>Aerobic examples, e.g. increased oxidative enzymes, greater mitochondrial density etc.</p>	3			3

Question	Mark scheme	AO1	AO2	AO3	Total
(ii)	<p><i>Explain the effects of these adaptations on a sprinters performance.</i></p> <p><i>1-2 marks for basic explanation</i> <i>3 marks developed explanation</i></p> <p><i>Effects on sprinters performance include increased:</i></p> <p><i>Anything on component of fitness award mark.</i> Power, strength Speed, faster Quicker reaction time Flexibility, agility Increased lactic acid tolerance, maintain performance Delay anaerobic threshold.</p>		3		3

Question	Mark scheme	AO1	AO2	AO3	Total
(c)	<p><i>Explain using examples, how a performer's understanding of stability could develop performance.</i></p> <p><i>Banded answer</i></p> <p><u>Stability</u></p> <p>Stability principles give athletes rules about holding positions and staying on balance, equilibrium.</p> <p>There are three states or types of equilibrium</p> <p>Stable equilibrium A body is said to be in stable equilibrium if after a slight tilt it returns to its previous position. When a body is in stable equilibrium, its centre of gravity is at the lowest position. e.g.</p> <p>Unstable equilibrium If a body does not return to its previous position when sets free after a slightest tilt is said to be in unstable. The centre of gravity of the body is at its highest position in the state of unstable equilibrium. e.g</p> <p>Neutral equilibrium "If a body remains in its new position when disturbed from its previous position it is said to be in a state of neutral equilibrium, e.g. in football pass a ball over a horizontal surface and leave it after displacing from its previous position. It remains in its new position and does not return to its previous position</p> <p>An athlete's centre of gravity is the exact middle of the body around which it can rotate freely in any direction and where the weight balanced on all opposite sides. It exists at a point along the midline of the body at about 55% of the athlete's height.</p> <p>To maintain balance when still, the athlete's centre of gravity must remain over the base of support. For example, beginning a free weight lifting movement, such as the squat, requires the lifter to hold a standing position.</p> <p>To regain balance when lost, an athlete can enlarge the base of support and reposition the centre of gravity over it. Example: Placing the feet wider to prevent falling after being pushed helps recover balance.</p>		9		9

Question	Mark scheme	AO1	AO2	AO3	Total
	<p>When lifting or carrying an object, shift the body weight in order to maintain balance. Example: Lean in the opposite direction.</p> <p>For greatest stability in all directions, the centre of gravity should be over the centre of the base of support. Example: Holding a handstand requires the hips to remain toward the centre of the base formed by the hands.</p> <p>An athlete can become more stable by lowering the centre of gravity. Example: A shot put follow through involves bending the knees to prevent fouling.</p> <p>The greater the friction between the supporting surface and the athlete's body, the greater the ability to maintain balance. Example: Wearing shoes that prevent excessive sliding on a playing surface.</p> <p>Shifting the centre of gravity toward an approaching force increases an athlete's ability to maintain balance. Example: Rugby prop in scrum</p> <p>An opponent can be forced to lose balance if pushed or pulled in the direction where the centre of gravity is closest to the edge of the base of support. Example: Boxers can lose balance when weight is shifted back on the heels.</p> <p>For positions of readiness, the shorter the distance the centre of gravity must move to clear the base of support, the more rapidly the body can be put in motion in that direction. Example: Sprinters in the "set" position shift their weight in the direction of the race.</p>				

Question	Mark scheme	AO1	AO2	AO3	Total
4. (a)	<p><i>Explain, using examples, the relationship of the elements within the Golden Triangle.</i></p> <p><i>3 marks for explanation with examples. List of 3 elements = 1 mark</i></p> <p><i>1-2 marks for basic explanation 3 marks developed explanation</i></p> <ul style="list-style-type: none"> • Symbiotic relationship between sport, media and sponsorship <p>High levels sport is a media commodity, commerce, entertainment. Sport available almost 24/7. Media control aspects of sport e.g. timing, season Celebrities are created and role models can have positive and negative impacts Sponsorship increased due to media coverage Sponsorship deals e.g. Merchandise, e.g. Nike Sponsorships increase popularity. Global sporting competitions Sport is a relatively in expensive form of advertising Money from sponsorships can help improve spectator provision Increased disabled sport coverage. Paralympics etc. Promotion of lifelong involvement in sport. Promotion of healthy image. Professional opportunities for different careers like performers, coaches officiating, commentators Standards of performance have been improved over the years because sport is so popular to watch on TV. Facilities are improved. Stadiums are bigger and modern so more people can watch it live as well as watching it on TV. Stadiums are bigger and modern so more people can watch it live as well as watching it on TV. Media is TV. It's the most prominent and powerful aspect of the media with Sky, BT and Pay Per view having had a significant impact in recent years.</p> <p>Other forms of media are the internet, social media, newspapers, radio etc. Big screens in stadiums let the audience see replays, Hawkeye decision, highlights of a game to keep audiences entertained.</p>	3			3

Question	Mark scheme	AO1	AO2	AO3	Total
	<p>Disadvantages</p> <p>Watch sport as opposed to taking part Create sedentary lifestyle</p> <p>Powerful sports such as the Premier League football have some control over their sponsors</p> <p>Top level performers lose their privacy.</p> <p>Paparazzi intrusion before and after a match, or even in their free time.</p> <p>Only very few get a high financial reward, e.g. Roger Federer, Cristiano Ronaldo become rich because they are the best in the world.</p> <p>Major sporting events may not be available to watch unless you 'pay to view'.</p> <p>Some performers may be forced to perform more frequently.</p> <p>TV coverage links with deviance, cheating, hooliganism</p> <p>Any other relevant example.</p>				
(b)	<p><i>Describe the phases of a talent identification process to develop elite performance.</i></p> <p><i>1-2 marks for basic description</i> <i>3-4 marks developed description</i></p> <p>Four phases- Talent detection, Talent identification, Talent development, Talent selection</p> <p>Phases could be described in the context of initiatives, e.g.</p> <p>UK sport - World Class Performance Pathways. Sport wales – Elite Sport Strategy Initiatives such as Discover your gold. World class podium, World class podium potential, world class foundation. Role of testing- fitness, psychological, skill based, functional movement screening, performance lifestyle, suitability for competitive environments.</p>	4			4

Question	Mark scheme	AO1	AO2	AO3	Total
(c)	<p data-bbox="384 232 1011 331"><i>Analyse how government bodies such as Sport Wales has promoted sport for all and lifelong participation.</i></p> <p data-bbox="384 367 743 398">4x1 or 2x2 for amplification</p> <ul data-bbox="384 434 1011 1122" style="list-style-type: none"> <li data-bbox="384 434 1011 501">• Strategic aim – to get all children hooked on sport for life, promote lifelong participation. <li data-bbox="384 501 1011 607">• Community Sport – community strategy - create, thriving, sustainable sporting communities. <li data-bbox="384 607 1011 741">• The Education agenda -Play to learn, 5x60, Specialist Projects, Physical Literacy, Dragon Multi-Skills & Sport, Young Ambassadors. <li data-bbox="384 741 1011 808">• Adult support – free swimming, increase number of artificial pitches <li data-bbox="384 808 1011 943">• Workforce support – support clubs, increase number of sport coaches, coach training, coach funding. Safeguarding coaches and children. <li data-bbox="384 943 1011 1122">• Funding – Community chest grant (Up to £1,500 available for community sport and physical recreation) Development Grant (Up to £25,000 available to develop activity in your community) 			4	4

Question	Mark scheme	AO1	AO2	AO3	Total
(d)	<p><i>“Fair play has been eroded in modern day sport”.</i></p> <p><i>Discuss, this statement using appropriate examples.</i></p> <p><i>Band 1,2,3</i></p> <p>Indicative content</p> <p>Fair play</p> <ul style="list-style-type: none"> • Sportsmanship- an intention to compete within the rules and intended spirit of the rules. • Link with moral integrity. Public school ethos of gentlemen sportsman subscribed that it was better to lose honourably than win by cheating. • Nash model of morality, scale + to -. • Gamesmanship, the intention to compete to the limit of the rules, to get away with as much as you can. Potential rewards can outweigh moral considerations. <p>Deviance</p> <ul style="list-style-type: none"> • Coakley (2007) states most actions in sport are within a normal accepted range in society. Deviance occurs outside of this normal range of action. • Deviant behaviour refers to those who will find a way around the rules. • Deviant behaviour can be – Institutional, Group specific, Individual. • Deviant behaviour can be Voluntary, Co-operative, enforced. • Deviance under conformity consists of actions based on ignoring or rejecting norms. e.g. violence, drug use, financial fraud/bungs etc • Deviance over conformity consists of actions based on accepting norms and being willing to follow them to extreme degree, e.g excessive training affecting family and health, playing through pain whilst injured, extreme loyalty/love for sport /team. • Pressure of Commercialisation of sport- sport becomes subject to market force of commerce. Sport has become a commodity. Golden triangle – media, sport and sponsor • Players and other individuals want share of profits. • Massive prize money. Sponsorship and advertising deals. • Influence of television revenues on Fair play, huge Sky /BT sport deals for televising rights. • Americanisation of sport. Rewards are so massive that it creates a ‘win at all cost mentality. Lombardian ethic. 			10	10

Question	Mark scheme	AO1	AO2	AO3	Total
	<ul style="list-style-type: none"> • Naïve to assume that fair play could still be part of modern sport given vast sums of money involved! • Is there still a moral code in sport • Sportsmanship v Gamesmanship debate. Sportsmanship has been eroded and replaced by gamesmanship as individuals/teams/authorities seek to gain the vast rewards associated with success. • Models of morality. • Deviant (behaviour deviating from norm of society) even violence is becoming more prevalent. • Potential rewards outweigh consequences of being caught. • Everybody else cheats!! • Pressure by sponsors/coaches/managers/teammates. • Examples of deviant behaviour – violent play, drug taking, match fixing, bungs, bribery, sledging, diving in football, corruption (Fifa, IOC) • Poor role models. • However/Counter argument – • Good role models • Sportsmanship is still important and still evident in modern sport. • Are sport authorities getting better at catching cheating? Has cheating in sport always existed? • Better drug test. WADA. • Greater coverage of deviance <i>by media</i> • Relevant sporting examples 				

Question	Mark scheme	AO1	AO2	AO3	Total
5.	<p>Discuss how the psychological factors, could impact on your performance (figure 3).</p> <p>Banded answer. In order to access band 3 candidates must discuss all 4 topics.</p> <p><u>Aggression</u> An understanding of types of aggression: Assertion is forceful play within the laws of the game, Can be referred to as channelled aggression, there is no intent to harm or injure the opposition. Goal directed behaviour, controlled. Relevant example Aggression (hostile) intent to cause harm, pain, injure opponent, accompanied by anger. Instrumental aggression. Premeditated aggressive action that is carried out in order to achieve a specific goal. Type of aggression used as a means to achieve a goal within a sporting context, to win. Primary reinforcement is extrinsic reward.</p> <p>Understanding of causes of aggression Nature, nurture Losing, pain, embarrassment, ambient temperature, Home or away, unfair officiating, poor performance, heavy loss, opponent's reputation Any other relevant example.</p> <p>Strategies to control aggressive behaviour Cognitive Stress management techniques, e.g: imagery goal setting mental rehearsal positive self-talk cognitive re-labelling Somatic stress management techniques, e.g.: biofeedback breathing techniques PMR self-directed relaxation meditation Lower/control arousal levels. Punishment/ removal from situation, e g: substitution Reinforcement Reward of good/fair behaviour Sanctions Educate. Use of passive role models Other relevant example.</p>	2	2	16	20

Question	Mark scheme	AO1	AO2	AO3	Total
	<p><u>Leadership</u> Understanding of leadership theories. Fiedler contingency model/ Favourability of the situation. Power of the leader/task complexity/pressure of time/relationships with members. Task orientated/person orientated. Relationship orientated. Chelladurai multi -dimensional model. Leader personality/situation/member's personality Leadership scale for sport (LSS) Other relevant theories.</p> <p>Understanding of different leadership styles - Autocratic/Democratic/Laissez faire/ Emergent/Prescribed. Nature/Nurture Advantages and dis-advantages of each style</p> <p>Variations in leadership styles dependent upon situation/ member characteristics/ leader personality. Small group/team- democratic/person orientated/relationship orientated. Female -democratic/person orientated Male – autocratic/command style Beginners/ weaker performers – task orientated/ democratic/autocratic Elite – person/relationship orientated/democratic/laissez faire Large group / dangerous situation/complex task – Autocratic/ Safe environment/basic task – democratic. Favourableness of situation</p> <p><u>Group dynamics</u> Understanding of Cohesion Interactive sports lend themselves to more cohesion Friendships/ feelings/communication within the group How attracted the group are to each other. Success of the group. Leadership/ type/strength Size of group External perception of threats Similarities of group members /race/gender/age/ability/attitude/effort/skill level/personality. Driven by a common goal</p>				

Question	Mark scheme	AO1	AO2	AO3	Total
	<p>Understanding of group faults and motivational losses and group performance Actual performance= potential performance – group faults</p> <p>Understanding of Social loafing Loss of motivation of an individual within a group/reduced/lack of effort of individual. Perception that others aren't trying Lack of reinforcement/motivation from others Lack of individual attention/feeling ignored/unnoticed/lack of identity/large group Low self-efficacy/negative past experience Perceived low ability/ Attribution theory - failure due to stable /internal factors/task complexity/or relevant e.g. Low arousal/boredom. Ringlemann effect</p> <p>Strategies to reduce social loafing Highlighting individual effort/performance/importance Feedback about performance/positive/negative/ reinforcement/praise/ use statistics/notation Social support from group members/social cohesion/team building activities Give individual responsibility Perform in small groups/manipulate success Set individual goals Pressure/punishment from team members/coach.</p> <p><u>Social Facilitation</u> Understanding of audience/crowd effect Positive and negative effects Home and away effect Evaluation apprehension Drive theory, increased arousal, dominant response Stress management coping strategies</p>				

3. (c)	Explain using examples, how a performer's understanding of the stability could develop performance. (9)
Band	AO2
3	<p>7-9 marks</p> <p>Outstanding explanation of how a performer's understanding of all three elements of stability could develop performance.</p> <p>Candidates must explain both principles to access this band.</p>
2	<p>3-6 marks</p> <p>Good explanation of how a performer's understanding more than one element of stability could develop performance.</p>
1	<p>1-2 marks</p> <p>Limited explanation of how a performer's understanding of at least one stability could develop performance.</p>
0	<p>0 marks</p> <p>No explanation of how a performer's understanding of Fluid mechanics and Stability could develop performance.</p>

4. (d)	Discuss, using examples, the relationship between fair play and deviance in sport. (10)
Band	AO3
3	<p>8-10 marks</p> <p>Outstanding discussion on relationship between fair play and deviance in sport</p>
2	<p>4-7 marks</p> <p>Good discussion on relationship between fair play and deviance in sport</p>
1	<p>1-3 marks</p> <p>Limited discussion on relationship between fair play and deviance in sport</p>
0	<p>0 marks</p> <p>No discussion on relationship between fair play and deviance in sport</p>

5.	Discuss how psychological factors could impact your performance. (20)		
Band	AO1	AO2	AO3
	2 marks	2 marks	16 marks
3			<p>11-16 marks</p> <p>Outstanding evaluation of the psychological principles of Aggression, Social Facilitation, Group Dynamics and Leadership Styles and how they could be used to develop performance.</p> <p>In order to access this band all 4 topics must be covered.</p> <p>Detailed and reasoned judgements are made.</p> <p>Positive and negative effects on sport are discussed in detail</p> <p>The response is clearly expressed, and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling.</p>
2	<p>2 marks</p> <p>Good knowledge and understanding of the psychological principles of Aggression, Social Facilitation, Group Dynamics and Leadership styles and how they could be used to develop performance.</p>	<p>2 marks</p> <p>Good application of the psychological principles of Aggression, Social Facilitation, Group Dynamics and Leadership styles and how they could be used to develop performance.</p>	<p>5-10 marks</p> <p>Good evaluation of the psychological principles of Aggression, Social Facilitation, Group Dynamics and Leadership styles and how they could be used to develop performance.</p> <p>Judgements are made but not always evidence-based</p> <p>Evaluation tends to be one sided concentrating on either the positive or negative effects</p> <p>The response is adequately expressed, and shows appropriate use of terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.</p>

<p>1</p>	<p>1 mark</p> <p>Limited knowledge of the psychological principles of Aggression, Social Facilitation, Group Dynamics and Leadership styles and how they could be used to develop performance.</p>	<p>1 mark</p> <p>Limited application of the psychological principles of Aggression, Social Facilitation, Group Dynamics and Leadership styles and how they could be used to develop performance.</p>	<p>1-4 marks</p> <p>Limited evaluation of the psychological principles of Aggression, Social Facilitation, Group Dynamics and Leadership styles and how they could be used to develop performance.</p> <p>Evaluation is one sided and is superficial</p> <p>The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling</p>
<p>0</p>	<p>0 marks</p> <p>No knowledge of the psychological principles of Aggression, Social Facilitation, Group Dynamics and Leadership styles and how they could be used to develop performance.</p>	<p>0 marks</p> <p>No application of the psychological principles of Aggression, Social Facilitation, Group Dynamics and Leadership styles and how they could be used to develop performance.</p>	<p>0 marks</p> <p>No evaluation of the psychological principles of Aggression, Social Facilitation, Group Dynamics and Leadership styles and how they could be used to develop performance.</p> <p>Response not worthy of credit</p>

Unit 3: Assessment Objectives Mark Allocation

	Q1	Q2	Q3	Q4	Q5	Total
AO1	12	10	6	0	2	30
AO2	0	10	11	7	2	30
AO3	0	0		14	16	30
Total	12	20	17	21	20	90