GCE A LEVEL MARKING SCHEME

SUMMER 2022

A LEVEL
PHYSICAL EDUCATION – COMPONENT 2
A550U20-1

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.

GCE A LEVEL PHYSICAL EDUCATION – COMPONENT 2

SUMMER 2022 MARK SCHEME

Question	Mark Scheme	AO1	AO2	AO3	Total
1. (a)	During the Millrose Games held in New York in 2020, British athlete Jemma Reekie set a new British women's record for 1500m indoors with a time of 4 minutes 0.56 seconds **I**dentify the type of joint labelled **'A**' in Figure 1 and the type of movement occurring at this joint. *Award 1 mark for identifying the type of joint.* - Hinge. *Award 1 mark for identifying the movement action.* - Flexion.	2			2

Question	Mark Scheme	AO1	AO2	AO3	Total
(b) (i)	High-intensity activities lasting several minutes, such as the 1500m will require athletes such as Jemma Reekie, to have a high percentage of fast oxidative glycolytic fibres (Type IIa). Describe the main characteristics of fast oxidative glycolytic (Type IIa) muscle fibres which make them suitable for prolonged high-intensity activity. **Award 1-2 marks** for a basic description (may include a list) of the main characteristics of fast oxidative glycolytic (Type IIa) muscle fibres which make them suitable for prolonged high-intensity activity **Award 3-4 marks** for a detail description of the main characteristics of fast oxidative glycolytic (Type IIa) muscle fibres which make them suitable for prolonged high-intensity activity **Structural Characteristics** - Large neuron size - Many fibres per neuron - High capillary density - Moderate mitochondria density - Moderate myoglobin content - High PC store **Functional Characteristics** - Fast speed of contraction - High force of contraction - Moderate fatigue resistance - Moderate aerobic capacity - Moderate anaerobic capacity *Accept any other appropriate structural and functional characteristics of type IIa fibre types.*	4			4

Question	Mark Scheme	AO1	AO2	AO3	Total
(ii)	Explain the effects of **three** long-term physiological adaptations on sporting performance as a result of aerobic training. *3 x1 mark* *To award 3 marks for an explanation they must identify three long-term aerobic adaptations from the list shown below:* *(explanations must show how the adaptation effects performance).* - **Changes to bone density and mineral density** – will lead to an increased absorption of calcium/increased bone strength/decreased risk of injury. - **Cardiac Hypertrophy** – will lead to more blood can be pumped with each contraction therefore increasing SV - **Increased SV** at rest and during exercise – will lead to an increase in the volume of blood ejected from the left ventricle per beat - **Increase Q at rest** – will lead to an increase in the volume of blood ejected from the left ventricle per minute - Increased elasticity of arterial walls – blood circulation is more efficient - **Increased blood/plasma volume** – will lead to an - **Increased number of red blood cells** – facilitate **increased oxygen** to the working muscles - **Increased in strength of respiratory muscles -** will lead to an increase in the mechanics of breathing efficiency - **Increased vital capacity** – will lead to a greater volume of air Increased Haemoglobin content – will lead to better oxygen carrying capacity - can be expired from the lungs - Increased VE – more air can move in and out of the lungs increasing gas exchange - **Increase Tidal Volume** – more oxygen per breath - Increased surface area of alveoli - will lead to an **increase in external gaseous exchange** - **Increase in capillarisation** around the alveoli – will lead to an increased surface area for blood flow/decreased distance for diffusion/increased gaseous exchange - **Increased thickness of articular cartilage –** will lead to an increase in synovial fluid production/increased joint stability/decreased risk of injury. - **Increased strength of ligaments** – increased joint stability and decreased risk of injury - **Thickening of tendons** – increased joint stability and decreased risk of injury - **Increased recruitment of motor units FOG fibre types** – will lead to improved coordination and simultaneous stimulation of motor units/greater strength over a short period of time.		3		3

Question	Mark Scheme	AO1	AO2	AO3	Total
	- **Muscular hypertrophy of Type 1/increase in muscle cell size** – will lead to an increase potential for aerobic energy production/increase in strength, decreased energy cost, which delays fatigue. - **Increased stores of glycogen and triglycerides** – will lead to increased aerobic energy fuels and increased duration of performance. - **FOG fibres become more aerobic** – will lead to increased aerobic energy production, fuel, and oxygen utilisation. - **Increased size and density of mitochondria** – will lead to an increased utilisation of oxygen/increased aerobic energy production/increase in strength, decreased energy cost, which delays fatigue. - **Increased stores of myoglobin** – will lead to increased storage and transport of oxygen to the mitochondria. *Accept any other appropriate long-term aerobic adaptation explanations.*				

Question	Mark Scheme	AO1	AO2	AO3	Total
(c)	Motivation is essential for any individual athlete or team determined to develop their sporting performance, and it is generally suggested that we have differing needs that motivate us to participate. Outline two potential problems associated with using tangible rewards as a way of motivating a sportsperson. *Award two marks for any of the following points:* - Too many rewards may e.g., money/trophies may begin to mean nothing and lead to a loss/reduction in intrinsic motivation. - May become dependent on the rewards e.g., money. - Removal of tangible rewards can lead to de-motivation. - Too much emphasis may be placed on winning leading to an increase in the amount of pressure on a sportsperson to achieve success. (2x1) *Accept any other appropriate potential problems associated with tangible rewards*	2			2

Question	Mark Scheme	AO1	AO2	AO3	Total
(d)	During a post-race analysis, former Olympic champion Michael Johnson described Usain Bolt's performance in the 100m heats of the 2015 World Championships in Beijing, China, as 'clunky' compared to the performances the Jamaican sprinter had previously produced. Explain, using practical examples, the advantages of using video analysis to improve the technical aspects of sporting performance. **Award 1-2 marks** for a basic explanation the advantages of using video analysis to improve the technical aspects of sporting performance. **Award 3-4 marks** for a detail explanation (using practical examples throughout) the advantages of using video analysis to improve the technical aspects of sporting performance. Advantages of using video analysis: - **Objective information** – can enhance performance analysis as it gives coaches and performers a complete visual representation of the areas for improvement so, the information gained is far more valid as any potential bias is therefore removed. - **Frame by frame analysis/Freeze/Pause** – allows coaches and performers to home in on exactly what aspects need to be improved therefore improving the effectiveness of training and performance/allows performers and coaches to break the movements down allowing for a more specific analysis of performance. - **Split screen** – allows coaches and performers to compare performances and identify similarities and differences in technique. - **Slow motion** – allows us to see everything that is going on and zero in on particular areas for example, we may look at a volleyball player's spiking motion and watch specific areas of their body to find the cause of why the ball is not being correctly struck. - **Playback** – this gives coaches and performers the ability to view a performance many times to ensure nothing is missed and points for improvement can be reinforced to ensure understanding. - **track and show progress** – allow coaches and performers to track progress over time to see how they have improved which will in turn improve confidence and motivation.		4		4

Question	Mark Scheme	AO1	AO2	AO3	Total
	- **Permanent record** – this allows the coach and performer to refer back to and reassess the video recording at a future date and no information will be lost. - **Immediate feedback** – allows performers to see their performance straight away and make immediate changes to their technique for example long jumpers can make use of this immediate feedback to make changes to their next jump. - **Performance analysis software** – use of performance analysis software such as Dartfish, Hudl and 3D lab-based gait analysis allows errors in running styles for example to be detected which may be causing current technical difficulties or future injuries, data collected from the camera system can be compared to a database of technical models and uninjured runners to detect any differences in running styles. Coaches can then help their individual performers to adapt their style and hopefully avoid future problems, thus, making training and performance safer and more effective, allowing for a higher level of performance. *Accept other appropriate explanations of the advantages of using video analysis to improve performance in sport.*				

Question	Mark Scheme	AO1	AO2	AO3	Total
(e)	Reaction time is a critical component of an athlete's perceptual ability, and the time it takes for a sportsperson to react to a stimulus can greatly affect the resultant performance. Explain, using practical examples, the factors that could affect reaction time. *Award two marks for a knowledge of factors affecting reaction time from the points below, and two marks for application to examples. Examples must be used for maximum marks.* - **Hick's Law** – reaction time increases as the number of choices increases. - **Psychological refractory period (PRP)** – a delay when a second stimulus is presented before the first can be processed - **Single channel hypothesis** – where only one stimulus can be processed at a time - **Fitness level** – the fitness an individual performer, the quicker their reaction time will be. - **Anticipation/Previous experience –** if the stimulus is expected, there is a reduced element of doubt and anticipation - **Age –** reaction times improve until the early 20's but then response time will decrease with age thereafter - **Gender** – males have a shorter/quicker reaction times than women - **Limb used –** the further the nerve impulse has to travel, the slower the reaction time. - **Level or arousal** – optimum arousal will cause concentration levels to increase and allow the performer to focus on key stimuli - **Intensity of the stimulus** – the more intense the stimuli the faster the time, for examples brighter and louder stimulus help increase response time - **Presence of a warning signal** – a call or a gesture - **Fatigue** – tired performers tend to have slower reaction times - **Body temperature** – reaction time is slower if the body is cold - **Stimulus-response compatibility** – reaction time is normally quicker if the required action is linked to the stimulus, a tennis player faced with a serve will select a return shot based on how the ball usually bounces, depending on the server's action and, if the ball bounces differently their reaction time will be slower as an adjustment will be needed - **Sense used to detect the stimulus** – sight, sound, touch, and kinaesthetic awareness all produce differing reactions - **Personality** – introverts tend to have slower reaction times than extroverts. *Accept other appropriate explanations of the factors that could affect reaction time.*	2	2		4

Question	Mark Scheme	AO1	AO2	AO3	Total
(f)	In October 2019 in Vienna, Eliud Kipchoge became the first athlete to run a marathon in under two hours with an unofficial time of 1:59:40, wearing Nike's 'Alphafly' prototype shoes. This reignited the 'technological doping' debate. The World Athletics governing body stated that '*such technological advances are giving athletes an unfair advantage'* (BBC, 2020). Evaluate the use of modern technology in sport from the perspective of the performer. ***Banded answer*** ***The content below is indicative of what candidates might discuss but is, by no means, exhaustive.*** **Introduction** - Technology in sport relates to man-made ergogenic aids that are designed to enhance an athlete's performance both in training and during competition. - The world of sport is continually changing and evolving. Sport is a reflection of society and so advances in the scientific and technological world will inevitably manifest themselves within the avenue of sport. **Advantages for performers:** - **Gives athletes a competitive advantage** in a sporting world where the difference between winning and losing can be measured in a hundredth of a second (or even less). - **Improved training methods** – for example using a watt bike in training shows the performer their pedal stroke which will enable them to build the most efficient technique which, allows for a greater understanding of the technique being used. - **Developments** – in sports equipment, clothing and facilities e.g. FORM smart swim goggles, advances in tennis rackets (composite frames, 'sweetspot' development); cricket and golf technologies such as batSense and TrackMan and wearable technology such as Smartwatches; breathable and wicking fabrics (e.g. GoreTex, Under Armour); swimsuit design (e.g. Fastskin, Adidas Hydrofoil, Jaked); running track surfaces and all-weather pitches (3G, 4G, 5G and 6G pitches). - **Sports shoe technology** – spikes, innovations in designs of shoes (Nike Vapourfly trainers and prototype spikes for example). Comfort and injury avoidance. - Improved recovery methods, e.g., hypoxia tents. - **Drug testing** – Advances in drug testing procedures leading to a 'cleaner' sport	2		5	7

Question	Mark Scheme	AO1	AO2	AO3	Total
	- **Improved performance analysis** – motion analysis (linked with biomechanics); game analysis software; use of GPS trackers. Use of digital video recording to analysis performance – split-screen analysis, Dartfish, and framework analysis to analyse strengths and weaknesses. 'Real time' analysis through software programmes such as Prozone or through the use of GPS systems attached to performers' clothing (e.g., Under Armour E39 Performance shirt). - **Opportunities** – Increased opportunities for people with disabilities to participate and excel within a variety of sports e.g., prosthetic devices (e.g., Cheetah Flex Foot). - **Safety** – Sport has become safer e.g., use of concussion chips to identify potentially fatal injuries and the use of protective equipment such as helmets can help to minimise the chance of injury. - **Personal performance analysis** – Can help performers to assess their strengths and weaknesses and tailor their training appropriately. - **External performance analysis** – Can allow performers to analyse their opposition to help them develop more appropriate strategies. - **Instantaneous analysis** – Ingestible thermometer pills allow athletes to send vital information instantly and whilst training and competing to medical personnel so it there is any problem in your body, it can be solved before any accident. - **Nutrition** – can be monitored and suitable adjusted which is particularly prominent in the world of caffeine supplementation when trying to find the right strategy to improve performance i.e., amount per kg of body weight, ingestion time frames and habitual vs non-habitual use. - **Recovery** – performers can use particularly recovery strategies such as, foam rollers and cryotherapy chambers to recover better and quicker. **Disadvantages for performers:** - **Cost** – Technology is expensive so the concept of a level playing field is brought into question. Technology is only available to those athletes (or indeed countries) who can afford it. Link between Olympic medal table and the table of ranking countries by GDP. - **Notion of 'technological doping'** – FINA banning of full body swimming suits (impact of the LZR Speedo swimsuit and subsequent effect of Speedo as a company) and the more recent sport shoe debate and the banning of 'Alphafly'. - **Pressure** – Need to constantly break records (brought about by increased technological advances) may lead to more pressure in performers / 'win at all cost' mentality (Lombardian ethic).				

Question	Mark Scheme	AO1	AO2	AO3	Total
	- **Over reliance** – There can be an over reliance on the data produced - **Interpretation** – Some data collected can be very difficult to understand in interpret making it difficult for performers to make use of the data. - If equipment is not maintained, then it may become unreliable and can face interference. - **Security** – Data collected can also be compromised through computing hacking. - **Accuracy** – Data collected may not reflect the true performance i.e., GPS may show lack of movement, but this does not mean performance is ineffective. - **Emphasis** – Puts the sole focus on winning not athletic endeavour. - **Time consuming** – learning how to operate new technologies and collecting and analysing data received. - **Injury** – could lead to injury as the technologies used may force our bodies to do more or lead us to think we can do more. *Accept other appropriate evaluations of modern technology in sport from the perspective of the performer.*				

Band	AO1 2 marks	AO3 5 marks
3		**4-5 marks** Excellent evaluation of the use of modern technology in sport from the perspective of the performer. Reasoned judgements are made, and appropriate, balanced conclusions are drawn using relevant theory.
2	**2 marks** Good knowledge of technology shown. Good technical language employed.	**2-3 marks** Good evaluation of the use of modern technology in sport from the perspective of the performer Judgements are made are not fully developed. Conclusions may be one-sided (only advantages or disadvantages evaluated) or lack evidence given.
1	**1 mark** Limited knowledge of technology shown. Limited technical language employed.	**1-2 marks** Limited evaluation of the use of modern technology in sport from the perspective of the performer. Superficial judgements made with little link to relevant theory.
0	**0 marks** Response not worthy of credit.	**0 marks** Response not worthy of credit.

Question	Mark Scheme	AO1	AO2	AO3	Total
2. (a)	The 2019 Sport and Exercise Scientist study, *Occupational Sitting Time*, suggests that 'today's office workers typically spend over 70% of their time sat down, with those most sedentary at work also being the most sedentary outside working hours.' Discuss the effects of lifestyle choices on health and well-being. ***Banded answer*** ***The content below is indicative of what candidates might discuss but is, by no means, exhaustive.*** **<u>Introduction</u>** WHO have issued a warning that a sedentary lifestyle could very well be among the 10 leading causes of death and disability in the world. The recent shift from a physically demanding life to one with few physical challenges has led to an increase in sedentary behaviours and as a result there are many risks associated with physical inactivity: **Consequences of adopting a sedentary lifestyle:** - Overweight/Obesity - Increase risk of several types of cancer e.g., colon cancer - Osteoporosis - Physical inactivity is linked to high blood pressure and elevated cholesterol levels. - An increased risk of type II diabetes - Atherosclerosis - Coronary heart disease (CHD) - Congestive heart failure (weakening of the heart muscle) - Angina - Heart attack - Strokes - Varicose veins due to increased exposure to lower limb blood pooling - Hypertension - Lipid disorders - high blood levels of low-density lipoprotein (LDL) cholesterol, and triglycerides, or both which could lead to heart disease. *The risks associated with physical inactivity extend beyond physical considerations:*	2		9	11

Question	Mark Scheme	AO1	AO2	AO3	Total
	Wider risks to health: - Decrease in mood which may contribute to anxiety and depression. - Low confidence/self-esteem linked to poor body image leading to stress/anxiety/depression. - Could lead to other poor lifestyle choices such drug and alcohol abuse, smoking, lack of sleep, which could lead to a decrease in immune system function. **Benefits of adopting an active healthy lifestyle:** - Regular exercise can help burn calories. - Exercise can help increase the ratio of HDLs to that of LDLs, which reduces levels of bad cholesterol. - Can help to achieve a negative energy balance for those wishing to lose weight. - Physiological examples of further benefits could be given here such as increase in strength of connective tissues, maintaining the elasticity of arteries and arterioles therefore reducing the risk of hypertension, strengthening muscle and bones etc. - Reduction in colon cancer – long-term endurance-based exercise can decrease colon cancer by 50%, gall-stone formation, and decreases incidences of constipation and IBS due to the changes in gut micro bacteria. - Regeneration of heart cells – exercise increases protective proteins in the heart by increasing blood flow to regions lining the heart and decreases incidences of heart cell death (apoptosis). - Reduce incidence of health risks associated with inactivity – CHD/strokes/heart attacks etc - Raise BMR as muscle mass increases. - Helps to maintain a higher BMR up to 5 hours after exercise. - Helps to control blood glucose/insulin levels which, can help to reduce the chances of developing diabetes. - Helps to increase and/or maintain bone density and reduce the risk of osteoporosis. - Helps to prevent falls disease in older adults. - Relief from musculoskeletal symptoms such as back pain, - Eyesight Improvements – due to the reduction in free radicals (particles that can cause damage to DNA, proteins, and other parts of the body) caused by all types of regular exercise. - More energy to complete day-day tasks and helps to increase independence. - Increasing self-esteem, self-worth, confidence, and all-round improvements to mental well-being. - Social benefits – creates opportunities to meet new people and feel part of the community.				

Question	Mark Scheme	AO1	AO2	AO3	Total
	- Enhanced work performance, studies have shown that exercise improves several aspects of cognitive function, including improvements in memory, academic achievement, attention span and executive function by increasing gray matter, which, in-turn increases the amount of processing power the brain is capable of. - Values associated with physical activity involvement – teamwork, cooperation, tolerances, respect for others etc *Accept other appropriate impacts and consequences associated with adopting a sedentary lifestyle.*				

Band	AO1 2 marks	AO3 9 marks
3		**7-9 marks** Excellent discussion of the effects of lifestyle choice on individual's health and well-being. Reasoned judgements are drawn based on evidence and conclusions are fully justified.
2	**2 marks** Good knowledge of lifestyle factors shown. Good technical language employed.	**4-6 marks** Good discussion of the effects of lifestyle choice on individual's health and well-being. Some reasoned judgements are drawn but not backed up by evidence. Some attempt made to draw conclusions.
1	**1 mark** Limited knowledge lifestyle factors shown. Limited technical language employed.	**1-3 marks** Limited discussion of the effects of lifestyle choice on individual's health and well-being. Few key factors identified and discussed but in a superficial manner.
0	**0 marks** Response not worthy of credit.	**0 marks** Response not worthy of credit.

Question	Mark Scheme	AO1	AO2	AO3	Total
(b)	The structure of practice is crucial to the interaction between ability, skill learning and development. Describe the difference between gross motor abilities and psychomotor abilities. *Award **one** mark for each of the following definitions below (2x1):* - **Gross motor abilities** (*physical proficiency abilities*) – those that involve movement and are often linked to fitness. - **Psychomotor abilities** *(perceptual motor abilities)* – those that involve processing information, making decisions, and implementing the selected movement. *Accept any other appropriate definitions of gross motor and psychomotor abilities.*	2			2

Question	Mark Scheme	AO1	AO2	AO3	Total
(c) (i)	Describe the part method of practice. *Award **two** marks for a description of the part method of learning related to a practice.* - **Part method** – breaking down a skill into its sub-routines, working on and perfecting these in isolation and once perfected they are put back together. - **For example** – practising the body position, leg action and, breathing of front crawl and then putting them all together. *Accept any other appropriate definitions of part learning and examples*.	2			2
(ii)	Outline the advantages and disadvantages of using the part method of practice when learning a new movement skill. *Award **one** mark for each of the following points below, up to a maximum of **three** marks (3x1):* **Advantages** (sub max 2): - Specific aspects of the technique can be modified. (1) - Allows the performer to develop confidence when practising the skill successfully. (1) - Maintains motivation levels as success can be achieved relatively quickly. (1) - Complex skills can be broken down into different sub-routines and learned in stages e.g., hurdling. (1) - Allows performer periods of recovery during physically demanding skills. (1) - Reduces the information to be processed and therefore reduces the possibility of overload. (1) - Reduces the element of risk and fear in dangerous situations. (1) - Good for learning serial skills and skills low in organisation e.g., swimming strokes. (1) **Disadvantages** (sub max 2): - Can reduce overall kinaesthetic awareness and flow of the skill. (1) - Can hinder the development of continuity and timing of the complete skill. (1) - Highly organised skills are difficult to breakdown e.g., a golf swing. (1) - Takes longer than other methods of learning so can be time consuming. (1) - Transferring the skill from its parts into the whole is difficult and may not be effective. (1) *Accept any other appropriate advantages and disadvantages of this type of learning.*	3			3

Question	Mark Scheme	AO1	AO2	AO3	Total
(d)	Explain, using figure 2 the effect of aerobic training on VO_2max and the benefits of a higher VO_2 max on sports performance. ***Award up to two marks for the use of information from figure 2*** - Use/comparison of data - pre and post training - VO2 max values **Award up to two marks for any of the following points as to why an increase in VO_2 max occurs (sub-max 2):** - Increased in maximum cardiac output (Q) - Increased stroke volume/ejection fraction/cardiac hypertrophy - Greater heart-rate range - Less oxygen being used for heart muscles, so more is available to other muscles - Increased A-VO_2 diff - Increased blood volume and haemoglobin/red blood cell/blood count - Increased stores of glycogen and triglycerides - Increased myoglobin in muscle cell - Increased capillarisation of muscle - Increased concentrations of oxidative enzymes - Increased lactate tolerance - VO_2 max increases as body fat decreases. - Slow twitch (type 1) hypertrophy. **Award up to two marks for any of the following points related to the benefits of such an increase on sporting performance (sub-max 2):** - A higher VO_2 max means that performers will have an increased oxygen carrying capacity - A higher VO_2 max will mean a performer can work at a higher intensity (around 85-90%) of VO_2 max before OBLA occurs and fatigue sets in. - Buffering capacity is increased, which will limit the effects of lactic acid accumulation. - Removal of lactic acid is improved as the muscles are flushed with oxygenated blood. - Oxygen will arrive onsite earlier than in an untrained performer, minimising the time spent in the glycolytic system accumulating lactic acid. Duration of performance is increased as trained performers will be able to utilise more free fatty acids (FFAs) which require around 15% more oxygen to broken down, which in turn helps to preserve glycogen stores for higher-intensity bouts of activity. *Accept any other appropriate explanations.*	2	4		6

Question	Mark Scheme	AO1	AO2	AO3	Total
(e)	The "Some is good, more is better" message evident in the *UK Chief Medical Officers' Physical Activity Guidelines (September 2019)* referred to the health benefits of incorporating high-Intensity interval training (HIIT) into everyday physical activity. Analyse, using practical examples, the use of high intensity interval training (HIIT) to improve performance in sport. ***Banded answer*** ***The content below is indicative of what candidates might discuss but is, by no means, exhaustive.*** **Introduction:** HIIT can be defined as 'exercise consisting of repeated bouts of high intensity work performed above the lactate threshold interspersed with periods of low intensity exercise or complete rest.' (Buchheit, 2019) **For improvement to performance:** - Develops the performers ability to perform sports specific skills under fatigue developing a buffer to lactic acid as the rest periods/lower-level work allows for the glycolytic energy rate to be eased so lactate production can be kept more in check. - By performing high-intensity exercise intermittently instead of continuously, performers can maintain a high-intensity stimulus for longer with less physical strain. - HIIT provided similar benefits in aerobic capacity but in a shorter time frame than continuous training. - More effective at increasing aerobic endurance than continuous forms of training as it takes less time to improve aerobic power when compared to continuous training. - It can improve a range of fitness components required across different sports by targeting specific energy systems e.g., sprint interval training sessions target the ATP-PC system, improving its capacity and increasing muscle stores of ATP and PC. - Works both anaerobic energy and aerobic energy systems required in team games. - The combination of high intensity (anaerobic) and low intensity (aerobic) perfectly mimics the demands of many team games.				

Question	Mark Scheme	AO1	AO2	AO3	Total
	- HIIT can be modified to suit the demands of a huge majority of sports/positions and fitness levels by modifying the type/format (i.e., short intervals, long intervals, repeated short sprints, repeated long sprints, small-sided games), volume and programming e.g., an 800m runner would likely favour a greater proportion of anaerobic based HIIT compared to a marathon runner but, HIIT is still appropriate to both events. - HIIT can be incorporated into a training programme during all phases of training by changing the distance, intensity, number of sets/reps, rest durations/intervals and activity during the rest intervals. **Against improvement to performance:** - Intensity may negatively impact on skill performance - Work: rest ratios/intervals differ for sports and positions so it can be difficult to accurately work out. - The 'no pain, no gain' approach of HIIT may increase the risk of stress, extra fatigue, injury, and illness which could mean longer rest/recovery periods are required between sessions and less sessions may be completed as a result. - This type of training may not be appropriate for all sports/positions and other training methods/types may be more beneficial e.g., goal keepers *Accept any other appropriate discussion of the effectiveness of HIIT as a training method. Answers must relate to sports examples.*	2		6	8

Band	AO1 2 marks	AO3 6 marks
3		**5-6 marks** Excellent discussion of the effectiveness of HIIT training in sport. Most key factors identified and discussed in detail
2	**2 marks** Good knowledge of HIIT training and its effectiveness in sport. Good technical language employed.	**3-4 marks** Good discussion of the effectiveness of HIIT training in sport. Some key factors identified and discussed in some detail.
1	**1 mark** Limited knowledge of HIIT training and its effectiveness in sport. Limited technical language employed.	**1 mark** Limited discussion of the effectiveness of HIIT training in sport. Few key factors identified and discussed but in a superficial manner.
0	**0 marks** Response not worthy of credit.	**0 marks** Response not worthy of credit.

Question	Mark Scheme	AO1	AO2	AO3	Total
3. (a)	The 19-year-old Japanese figure skater Yuzuru Hanyu performing a multiple spin rotating through 8 radians in 0.5 seconds to become the youngest skater for 66 years to take gold in the men's figure skating at Sochi 2014 and *PyeongChang 2018* and, has since gone on to claim every world record in his event. Using figure 3, identify the axis of rotation through which the figure skater turns and using the data given above calculate the average angular velocity of the spin. *Award **one** mark for the correct identification of the axis of rotation* **Axis of rotation** – Longitudinal axis. Vertical *Two marks for the correct calculation (**one** mark for understanding the formula and **one** mark for correct answer* ***2 marks** for just the correct answer* **Calculation:** **Angular velocity =** angular displacement (radians)/time taken (seconds) **Angular velocity =** 8 rads ÷ 0.5s **Angular velocity =** 16 rad/s	3			3

Question	Mark Scheme	AO1	AO2	AO3	Total
(b)	The 2018 Olympic Winter Games in PyeongChang had a global cumulative audience of 1.92 billion with figure skating attracting the greatest percentage of viewers. Explain using appropriate theories, the positive and negative effects of an audience on performance. ***Banded answer.*** ***The following is indicative of material that might be included*:** - The influence of the presence of others who may be watching or competing may positively impact on performance (**social facilitation**) or may hinder performance by having a negative influence on performance (**social inhibition**). - Several theories seek to explain the effects that an audience or presence of others may have on performance: - **Zajonc** identified the following factors as affecting performance: The presence of an audience or cofactors increases arousal levels of performers, this increase in arousal makes it more likely that a performer's dominant response will occur. Therefore, if the performer is an expert or if the skill is simple the dominant response is likely to be correct and performance should therefore improve as a result. - However, the opposite is said to occur if the performer is a novice or the skill is complex. - Link to the **Drive Theory** - as arousal increases so does likelihood of dominant response/habit occurring, Experienced players perform better/simple skills Novice players perform worse/complex skills. - **Cottrell's Evaluation Apprehension** - suggests others only have influence if performer feels they are being judged or evaluated so, it is not the mere presence of the audience alone that raises arousal levels. - The audience can however have a calming effect on the performer and in turn lead to an increase in performance levels. - **The Homefield Advantage** – this theory suggests that there is a balance between confidence and anxiety i.e. the support of the home team could positive influence confidence levels of the home team causing performance to improve and lead to a rise in the anxiety of the away team causing performance to be adversely effected. - However, the pressure from performing at home could cause anxiety levels to rise in home teams causing a decline in performance and confidence levels could rise in the away team could rise which in turn could positively influence their performance as they are not feeling as much pressure.		6		6

Question	Mark Scheme	AO1	AO2	AO3	Total
	- **Baron's Distraction-Conflict Theory** – suggested that subjects would be more distracted when trying to complete a task or skill with a co-actor or an audience than without one. Therefore, suggesting that performers must focus on task and ignore audience in order for performance to improve as anything that distracts them will hinder performance as we can only process one piece of information at a time. **Other effects include:** - **Personality factors (Type A vs Type B)–** Type A personalities that are said to suffer higher levels of anxiety are more likely to perform worse in the presence of others compared to Type B performers with lower levels of anxiety. - **Personality factors (Extroverts vs Introverts) –** extroverts tend to seek out situations with high arousal levels and so often perform better in the presence of other when compared to introverts who will often shy away from social situations. - **Levels of experience –** previous experience of performing in front of others is more likely to positive effect performance if that experience was of success and conversely if the performer has failed in front of an audience this threat will adversely affect performance. - **Types of skill or activity** – if the skill/s being performed are gross and simple in nature then the increase in arousal caused by the presence of others is more likely to facilitate performance e.g., events such as the high jump and long jump will often involve crowd interaction and the performers will encourage the crowd to help them increase their arousal levels. Conversely if the skill is fine and complex in nature the presence of others is more likely to hinder performance due to the increase in arousal levels as a result e.g., sports such as snooker require complete calm and quiet from the audience in order to optimise performance. - **Nature of the audience –** can affect the arousal level of the performer e.g., a very noisy audience may make a performer feel more anxious and this in turn could hinder performance. - **The proximity of the audience** – the physical distance of the audience from the field of play can also affect arousal levels of performers and in turn could affect performance e.g., a very close crowd such as those seen in golf may leave the performer feeling very threatened and hinder performance but**,** conversely some performers will feel reassured by this and this will facilitate performance as a result. - **Self-presentation theory** *Accept any other appropriate explanations of the positive and negative effects of the audience on performance.*				

Question	Mark Scheme	AO1	AO2	AO3	Total
	<table><tr><th>Band</th><th>AO2 6 marks</th></tr><tr><td>3</td><td>5-6 marks Outstanding explanation using appropriate theories throughout of the positive and negative effects of an audience on performance.</td></tr><tr><td>2</td><td>3-4 marks Good explanation using appropriate theories of the positive and negative effects of an audience on performance.</td></tr><tr><td>1</td><td>1-2 marks Limited explanation of the positive and negative effects of an audience on performance.</td></tr><tr><td>0</td><td>0 marks No explanation of the positive and negative effects of an audience on performance.</td></tr></table>				

Question	Mark Scheme	AO1	AO2	AO3	Total
(c)	The learning of motor skills is critical to success in sport; psychologists have devised several theories of how we learn. Assess how reinforcement can contribute to the learning of motor skills. ***Banded answer.*** ***The following is indicative of material that might be included*:** **Indicative content:** Reinforcement is the process of increasing the desired behaviour by giving satisfaction to the learner. **Types of reinforcement.** 1. Positive reinforcement – this involves providing a feeling of satisfaction to increase the likelihood of the desired response being repeated, e.g., after a successful response or a desired behaviour has been displayed by the performer the coach/teacher would show approval. - Approval could be in the form of praise and is a tangible reward e.g., 'well done' - It could also be in the form of a tangible reward such as, a certificate, trophy, or medal. 2. Negative Reinforcement – this involves removing an unpleasant experience in order to increase the likelihood of the desired response being repeated, e.g. After an unsuccessful, poor, or incorrect response or undesired behaviour has been displayed by the performer the coach/teach would show disapproval. - Disapproval could be in the form of ignoring the response given. - When the correct/desired response is given/shown the negative stimulus is withdrawn and replaced by a 'satisfier' - This should weaken the incorrect learning bond but, also strengthen the correct learning bond. 3. Punishment – this involves giving an unpleasant stimulus to a performer to prevent the response from occurring again. - The unpleasant stimulus may be in the form of a 'noxious' stimulus which, is designed to break an undesired learning bond.	2		6	8

Question	Mark Scheme	AO1	AO2	AO3	Total
	Contribution to learning of motor skills: - Positive reinforcement can generate feelings of satisfaction by the outcome of the response *for example, a young swimmer is learning to tumble turn and keeps persevering and eventually manages to touch their feet on the wall and push-off effectively. This is a good feeling and even more so if the coach gives praise and encouragement.* This will then strengthen the S-R bond. - However, this will only work if the praise used as the reinforcer gives satisfaction to the learner. - Negative reinforcement can be used to aid the learning of motor skills for example, *a coach sets up a conditioned game for their football team to put their skills into real game situations but, they are not paying attention as they are too excited to get playing (undesired response). The coach wants them to listen (desired response) so says 'if you are not going to listen, it is your game time you are wasting*.' The negative reinforcement of not allowing the session to continue should act as an unpleasant response as they are keen to get playing. Once the team start to pay attention the coach can remove the negative reinforcement by allowing the game to continue and the players should then learn to pay more attention in future sessions. - Punishment can also be used to encourage the learning of motor skills, for example if a player continued not to listen and 'mess about' the coach may then seek to remove him from the situation for a short period of time. The punishment of not playing should stop the unwanted behaviour from occurring again in the future. - However, this will only work if it immediately follows the response, and, - When learners/performers are both motivated and physiologically (when the nervous system is sufficiently mature) ready to learn and, able to cope with the demands of the task to allow S-R connections to be made. - If learners are continually punished this will only serve to demotivate them. - It is important that once a skill is mastered that, the reinforcement is gradually withdrawn so as to prevent over reliance and should then be transferred to the learning of more advanced skills. - It is important to not withdrawn the reinforcement too early before the skills is learned as the S-R bond will not be weakened. - The coach should enable early success by using positive reinforcement to highlight correct attempts.				

Question	Mark Scheme	AO1	AO2	AO3	Total
	- The learner/performer must know what they are trying to achieve otherwise reinforcement will serve no purpose. - The coach must encourage regular practice to enable to the skill to be mastered for reinforcement to have been successful in aiding the learning of a motor skill otherwise the S-R bond will be weakened. *Accept any other appropriate discussion of how reinforcement can contribute to the learning of motor skills.*				

Band	AO1 2 marks	AO3 6 marks
3		**5-6 marks** Excellent assessment of how reinforcement can contribute to the learning of motor skills. Most key factors identified and discussed in detail
2	**2 marks** Good knowledge of reinforcement and its effectiveness on learning. Good technical language employed.	**3-4 marks** Good assessment of how reinforcement can contribute to the learning of motor skills. Some key factors identified and discussed in some detail.
1	**1 mark** Limited knowledge of reinforcement and its effectiveness on learning. Limited technical language employed.	**1-2 marks** Limited assessment of how reinforcement can contribute to the learning of motor skills. Few key factors identified and discussed but in a superficial manner.
0	**0 marks** Response not worthy of credit.	**0 marks** Response not worthy of credit.

Question	Mark Scheme	AO1	AO2	AO3	Total
(d)	'*Self-efficacy reflects individuals' judgments in their capabilities to successfully execute specific courses of action which, directly relates to their ability to respond confidently to a given stimuli*.' (Bandura and Locke, 2003) d. Evaluate, using practical examples, the impact of self-efficacy and self-confidence on performance in sport. ***Banded answer*** ***(Evaluations must include practical examples)*** ***The content below is indicative of what candidates might evaluate but is, by no means, exhaustive:*** - the relationship between competitiveness and self-confidence in sport. Vealey suggests that confidence can be affected by several factors and that every performer has an existing level of sports confidence. - The model explores the influence of trait confidence (SC-trait), state confidence (SC-state), the situation and the competitive orientation of the performer. - Competitive orientation refers to how much a performer is drawn to challenging situations. - Trait confidence, where the performer would rate their chances of doing well in a range of sports. - State confidence, where a performer would rate their chances of doing well in one specific situation and if the performer has a high level of SC-state then they are more likely to display confident behaviour and high levels of motivation and, performance is likely to improve as a result. Conversely if SC-state is low then the opposite is likely to occur and performance is likely to be poor. - Vealey suggested that these two influences combine to produce a level of confidence in an objective sporting situation. The objective sporting situation is the combination of the type of skill being performed and the situation. - If it is a skill that has been performed successfully in the past, then both trait and state confidence would be high. - **Subjective perceptions of the outcome** – after the performance, either satisfaction or disappointment will prevail and these emotions will impact on the performer's confidence and future competitiveness i.e. the more confident you are, the more successful you will be and the opposite is likely if confidence levels are low. - Vealey suggested that confidence gained in one area of sport could be used to improve confidence in a different sporting activity.	2	2	6	10

Question	Mark Scheme	AO1	AO2	AO3	Total
	- self-confidence can be situation specific (self-efficacy). - This specific confidence will vary from situation to situation and can affect performance and sport/activity choice. - Performers that feel they are more likely to do well in a specific sport are more likely to choose that sport over those they may feel less confident about and will thus avoid specific activities/sports on this basis. - These expectations are dependent on four specific areas: - 1. **Performance accomplishments** – if success has been experienced in the past and it is attributed to controllable factors such as effort then self-confidence is likely to be high. This aspect is also said to have the strongest influence on self-confidence. - 2. **Vicarious experiences** – this area is related to our previous observations and if observe others perform successfully then we are more likely to experience high levels of self-efficacy but, the performance we observe must be of a similar standard. - 3. **Verbal Persuasion** - our performance is likely to be more confident in a given situation if we are encouraged to try a particular skill/sport/activity. However, this depends on who we are being encouraged by and in the way we are being encouraged. Bandura suggests that significant others such as friends and family members will have more influence on our participation when compared to strangers. - 4. **Emotional arousal** – arousal levels can affect our confidence levels in specific situations and performers that have a tool kit to manage arousal levels such as visualisation are more likely to display higher levels of self-efficacy compared to those without these skills. *Accept any other appropriate evaluations.*				

Band	AO1 2 marks	AO2 2 marks	AO3 6 marks
3			**5-6 marks** Excellent, well-reasoned evaluation of the impact of self-efficacy and self-confidence on sports performance. Most key factors identified and discussed in detail.
2	**2 marks** Good knowledge of the impact of self-efficacy and self-confidence.	**2 marks** Good application of self-efficacy and self-confidence to sporting performance throughout.	**3-4 marks** Good evaluation of the impact of self-efficacy and self-confidence on sports performance. Some key factors identified and discussed in some detail.
1	**1 mark** Limited knowledge of the impact of self-efficacy and/or self-confidence.	**1 mark** Limited application of self-efficacy and/or self-confidence to sporting performance.	**1-2 marks** Limited evaluation of the impact self-efficacy and/or self-confidence on sports performance. Few key factors identified and discussed but in a superficial manner.
0	**0 marks** Response not worthy of credit.	**0 marks** No application and understanding**.**	**0 marks** Response not worthy of credit.

Question	Mark Scheme	AO1	AO2	AO3	Total
4.	'*Sport should be kept for sports men and women and their legions of adoring fans and, external forces such as government and politics should stay out*.' (Sport Law Bulletin, 2019) Discuss, with reference to this statement, the impact of government and political involvement in sport. ***Banded answer*** ***The content below is indicative of what candidates may discuss but is, by no means, exhaustive:*** ***Introduction:*** - *'*Government involvement in sports is frequently motivated by a quest for recognition and prestige and is especially the case for cities and countries that host major sports events such as the Olympic Games.' (Hubbert, 2013) There are many pros and cons to government and political involvement in sport, these are: **Positive implications:** - **Can sport be divorced from politics?** - Many sports require sponsorship, organisation, and facilities all of which depend on resources that few individual performers possess on their own. - **Cost** - Sports facilities may be so expensive that regional and national governments are the only entities with the power and resources to build and maintain them. - **Necessity** - There is a need for a 3rd party to regulate and control sports and sports organisations in ways that promote the overall good of people in a community or society. - Sport and politics cannot be separated – and government involvement in sport is justified as it serves the 'public good.' - **Raising the profile of sport** – a positive of hosting a major sporting event may lead to more people participating and watching sports e.g. the BBC report that During Wimbledon fortnight, there is around a 30% increase in the number of tennis court hours being booked. - **Raising the profile of minority sports –** major events such as the Paralympic Games can often raise the profile of disability sport and inspire more people to get involved.	4		16	20

Question	Mark Scheme	AO1	AO2	AO3	Total
	- **Promoting identify and unity** (nation building)– government involvement in sport can help to foster unity in a particular city or nation and people develop a sense of attachment to and pride in their nation. "Whether as hosts of the Olympic Games or thanks to the sporting exploits of their athletes, the Games have shown time and again their capacity to unite nations." (BBC, 2012) - political unity - being involved in sports and major sporting events can lead to political parties putting their differences to one side e.g., support amongst the major political parties for the 2012 Olympics was unanimous and the whole government backed to bid. - **Shop window effect –** when hosting major events, the country can take the opportunity to raise the country's profile in the eyes of the world by putting on display all of its best cultural and commercial bits to show themselves in the best possible light in the hope that it will attract more people to visit, invest and trade. - **Increase in funding** - sport in the UK has been given around a 29% increase in funding building up to the Tokyo Olympics to help build on the success of previous games. - **Safeguarding public order** – government involvement in sport is needed in order to make rules determining the legality of sport, where they can be played, safety of equipment, who must have the opportunity to play and who can use public facilities at certain times. For example, key events such as the London Marathon would not be able to take place safely without government intervention, the use of local police forces and even the use of armed forces helping to maintain safety during major events such as hosting the Olympic Games. - **Regeneration** - Winning bids/hosting major events leads to major redevelopment and regeneration of areas and transport systems as well as, revamping of current sports venues/facilities so much so that London 2012 post-games venue sustainability was seen as a blueprint for future Olympics e.g., Stratford has seen the development of many housing projects such as the East Village which was the athlete's village during London 2012 which enables its residents to 'live, eat and shop'.				

Question	Mark Scheme	AO1	AO2	AO3	Total
	- **Facilitates, economic and social development –** Governments will often spend millions of pounds on their bids to host major international events such as World Cup tournaments and the Olympic and Commonwealth Games in the hope that this will help to boost revenue with regards to taxes paid from additional employment and investment and exports from abroad for example SAGE (2017) suggested that 'Mega events, by way of their size or significance are those that yield extraordinarily high levels of tourism, media coverage, prestige, or economic impact for the host community, venue or organisation.' - **Commercial benefits –** the selling of sports goods and merchandise can often add to the profits of many local, regional, and national businesses. - **Increasing support for political leaders and government –** politicians will often use their connections with sport and athletes to boost their acceptance in society and their increase their share of votes e.g. winning the bid to host the London 2012 Olympics led to huge support for Tony Blair and the labour party after throwing his weight behind the bid and, many political figures are very keen to be involved in sports victory parades and photographic opportunities at Downing Street as a way of associating themselves with successful athletes to boost their public image. - DSD - Differences of Sexual Development – IAAF introduced new eligibility rules that must be abided by if they want to compete in track events from 400m to 1.6km. - Transgender – World Rugby issued new guidelines barring trans women from playing women's contact rugby due to player welfare risks. - Black lives matter – Premier League players take the knee in support of Black Lives Matter. The Premier League launched a reporting system for players, managers and their families to help fight discrimination, prejudice and racist abuse being suffered on and off the pitch in football. - Marcus Rashford Campaign for hungry children – highlighting underlying inequality and the plight of England's poorest families.				

Question	Mark Scheme	AO1	AO2	AO3	Total
	Negative implications: - **Participation decline –** despite participation figures rising during major events, participation figures in the UK are continuing to decline year on year. - **Facility decline –** many of the fantastic facilities build during major events are not be used after the events for example the famous diving venue used during the Barcelona Olympics is unused for most of the year and many ski jumps, bobsled tracks and Olympic villages across the world have been left abandoned following the hosting of major events. - **Political exploitation –** governments taking advantage to promote their own political ideologies and exert power over other member states has led to the following terrorist activities and boycotts: - **Berlin in 1936** and the promotion of Third Reich ideology Nazi Ideology (Aryan supremacy). - **Mexico City 1968 –** Apartheid boycotts and 'black power' demonstrations over the lack of civil rights in the USA and protests over the cost of the game's leading to thousands of deaths. - **Munich 1972 –** Palestinian terrorists attack on the Olympic village led and the failed attempt to rescue them by German authorities led to all 11 hostages and 5 terrorists being killed as well as the Soviet Union gold medal victory in basketball following after the controversial decision to set the clock back by a further 3 seconds. - **Moscow 1980 –** boycott let by the USA and encouraged by Margret Thatcher following the Soviet invasion of Afghanistan caused huge sporting and pollical rifts with some sports teams choosing to boycott their events (hockey, fencing and equestrian) and others choosing not too in the belief that sport should have nothing to do with politics. - **Los Angeles 1984 –** 'tit-for tat' diplomacy - Soviet Union and 9 other nations chose to boycott the games following the terrorist attack in Munich in 1972, the financial disaster of 1976 in Montreal, lack of security measures and the commercialisation of the games. - Unsuccessful sports and performers lose out as - Government officials often believe that winning medals enhances their image around the world, so much so that they are willing to pay huge sums in financial incentives to sports and athlete's excelling in their field, but some argue that this fragmented funding policy only serves to widen the gap between sports that are considered more likely to bring Olympic medals than others that are not.				

Question	Mark Scheme	AO1	AO2	AO3	Total
	- **Deviance –** it could be argued that the pressure to achieve success has led to an increase in deviant behaviour in sport and is often highlighted by the media prior to, during and after these major events e.g., doping allegations and controversies, match fixing, hooliganism, violent and aggressive acts etc. - **Unequal access –** despite numerous regeneration and redevelopment projects many parts of the country do not experience the same facility and transport benefits as the host city and many parts of the host country remains unchanged and unaffected. - **Withdrawal of funding/sponsorship –** if athletes or sports are unsuccessful during major sporting events their support is often withdrawn as a result or does not generate the expected level of funding. - **Local disturbance –** despite the wonderful hype that surrounds the hosting of major sporting events we are often hidden from the major upheaval suffered by many local residents that have been forced to leave their homes and be re-housed as the land is needed for venues to host many of the sporting events. - **Coakley and Souza (2013**) suggested that once the hosting of major events comes to an end everything falls back into its original place i.e., the people who were disadvantaged before the major event remain disadvantaged after it. - **Cost of failed bids –** not every nation that bids to host major sporting events can be successful and there are huge costs involved in putting other a bid and If unsuccessful many will feel that this was a huge unnecessary cost to the nation that could have been better spend elsewhere. - **Cost of Olympic legacy –** the economic gains are relatively short lived and often only benefit a small minority of society as well as the fact that some nations have been left with huge sums in debts and many cities have failed to meet their economic projections for example Montreal 1976 was left with $2.8 billion dollars in debt and took three decades to payback, Barcelona was left with $4 billion dollars debt, and many countries including Beijing in 2008 and London in 2012 drastically underestimated their projected costs. - **Underestimated costing –** if a political party underestimates the costs of hosting a major sporting event this may have detrimental effects on the votes their receive as a result as support for their political party will be withdrawn e.g. host cities routinely underestimate the costs and London was no exception as the original cost was said to be about £2.4bn which, then jumped to a final sum of around £9bn.				

Question	Mark Scheme	AO1	AO2	AO3	Total
	- **Unemployment –** many of the job opportunities created during the hosting of major sports events are short lived and often temporary posts that do not continue once the hosting of the event is over**.** - **Controversy –** if something goes wrong at a major event such as a terrorist attack the country and political party in charge at the time will often take the blame and may never manage to recover from such a legacy. - **Lack of sporting success –** of the host nation fails to secure a top spot in the overall medal tables or fails to make it far enough in major tournament this is often seen as a failure on the part of the political party in power at the time e.g. the Nazi Party failure during the 1936 Berlin Olympics. - **Environmental impacts –** the hosting of major sporting events may leave lasting environmental damage to habitats, littering and traffic congestion. - **Covid-19 - Matt Hancock makes sweeping statement that Premier League football players should "take a pay cut and play their part", Major sports events from around the world are forced to be rescheduled (examples include - Tokyo 2020, Euro 2020, Copa America) Elite sport can only continue behind closed doors under lockdown regulations leading to huge financial losses. Many athletes/sports stars livelihoods have been adversely affected as a result of isolation and lockdown restrictions.** *Accept any other appropriate discussions of the positive and negative implications of government and political intervention in sport.*				

Band	AO1 4 marks	AO3 16 marks
3		**11-16 marks** Outstanding discussion of the positive and negative implications of government and political involvement in sport. Detailed and reasoned judgements are made. The response is clearly expressed and shows accurate use of technical terminology. Writing is very well structured using accurate, grammar, punctuation, and spelling.
2	**3-4 marks** Good knowledge and understanding the positive and negative implications of government and political involvement in sport.	**5-10 marks** Good discussion of the positive and negative implications of government and political involvement in sport. Judgements are made but not always evidence based. Discussion tends to be one-sided, concentrating on either the positive or negative impacts. 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	**1-2 marks** Limited knowledge of the positive and negative implications of government and political involvement in sport.	**1-4 marks** Limited discussion of the positive and negative implications of government and political involvement in sport. Discussion is one-sided and is superficial. The response shows basic use of technical terminology. Writing shows some errors in grammar, punctuation, and spelling.
0	**0 marks** No knowledge and understanding of the positive and negative implications of government and political involvement in sport.	**0 marks** No discussion of the positive and negative implications of government and political involvement in sport.

Component 2: Assessment objectives mark allocation

	Q1	Q2	Q3	Q4	TOTAL
AO1	12	13	7	4	**36**
AO2	9	4	8	0	**21**
AO3	5	15	12	16	**48**
TOTAL	**26**	**32**	**27**	**20**	**105**

* 9 marks for quantitative skills - 2d (6) & 3a (3)