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# **GCSE MARKING SCHEME**

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**SUMMER 2024**

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

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## About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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# GCSE PHYSICAL EDUCATION - UNIT 1

## SUMMER 2024 MARK SCHEME

| Number    | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mark | Additional guidance |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------|
| 1 (a) (i) | <p>Analyse Clip 1 to determine what movements take place at the knee when performing the vault</p> <p>2x1 mark</p> <ul style="list-style-type: none"> <li>• Flexion</li> <li>• Extension</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | [2]  | AO1 2               |
| (a) (ii)  | <p>Identify the two muscles that allow the movements in 1. (a)(i) to take place.</p> <p>2x1 mark</p> <ul style="list-style-type: none"> <li>• Hamstrings (Hamies)</li> <li>• Quadriceps (Quads)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | [2]  | AO1 2               |
| (b)       | <p>Identify the two bones that meet at the knee.</p> <p>1x1 mark</p> <p>Femur and tibia</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | [1]  | AO1- 1              |
| (c)       | <p>Analyse the effectiveness of weight training for a gymnast.</p> <p>Weightlifting is important because,</p> <p><b>1-2 marks</b> for basic analysis of why weight training is effective for a gymnast</p> <p>Component of fitness – Strength/Power/Muscular endurance</p> <p>Impact on performance – height, lift</p> <p><b>3-4 marks</b> for a detailed analysis of why weight training is effective for a gymnast</p> <p>Linking training method and why it is important to the gymnast</p> <p>Maximal strength and explosive power are needed to reproduce movements seen in the clip<br/>e.g. Muscular endurance is needed to replicate movements over and over, during a routine</p> <p>By varying the weight/sets/reps/recovery period a gymnast can increase the effectiveness</p> | [4]  | AO3 4               |

| Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark | Additional guidance |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------|
| 1 (d)  | Identify <b>two</b> possible ways a performer could mentally prepare.<br><br>2x1 mark<br><br>Visualisation<br>Mental rehearsal<br>Self talk<br>Imagery<br>Relaxation/motivation techniques                                                                                                                                                                                                                                                                                             | [2]  | AO1 2               |
| (e)    | Justify why the vault has been placed at this point on the continuum.<br><br>1 mark for a basic justification<br>2 marks for a more detailed justification<br><br><ul style="list-style-type: none"> <li>• No varying weather conditions</li> <li>• Same surface as training so no changes</li> <li>• No effect by other competitors (apart from possible psychological effects) to affect the movement</li> </ul><br>Can accept the opposite response -e.g. it is not open because... | [2]  | AO2 2               |

| Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark | Additional guidance |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------|
| 1 (f)  | <p>Explain the benefits of using technology for a performer.</p> <p>1-2 marks for a basic explanation</p> <p>Use of technology</p> <p>3-4 marks for a more detailed explanation</p> <p>Benefits of using technology</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Track and analyse performance.</li> <li>• Could include specific examples.</li> <li>• Better performance – marginal gains make the difference – technique.</li> <li>• Better medical care results in fewer injuries or faster recovery from injury.</li> <li>• Feedback from coaches is more focused, objective and helpful.</li> <li>• Improved kit is more comfortable, more efficient and safer.</li> <li>• Motivation Part of a team not isolated e.g. STRAVA.</li> </ul> | [4]  | AO2 4               |
| (g)    | <p>Explain how sponsorship could benefit a performer.</p> <p>1-2 marks for a basic explanation</p> <p>3-4 marks for a more detailed explanation</p> <ul style="list-style-type: none"> <li>• <b>Accessibility</b> - covers costs such as kit, better equipment, travel, accommodation, competition fees.</li> <li>• <b>Impact on performance</b></li> <li>• <b>Profile</b> - influence - Increased public profile leads to more funding, this can be a motivating factor for performers.</li> <li>• <b>Opportunities</b> - More time to train due to not having to have a second job e.g. Welsh female rugby players.</li> <li>• <b>Provision</b> - Better coaching and facilities paid medical fees and better rehab programmes.</li> </ul>                                     | [4]  | AO2 4               |

| Number               | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mark                 | Additional guidance      |             |               |     |       |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------------|-------------|---------------|-----|-------|
| 2 (a) (i)            | <p>Explain why flexibility is important to the kayaker.</p> <p>1 mark for understanding flexibility<br/>2 marks for its link to kayaker</p> <p>Flexibility- the range of motion around the joint- needed to increase range of motion of the shoulder to create a more powerful stroke.</p>                                                                                                                                                                                                                                                                        | [2]                  | AO2 2                    |             |               |     |       |
| (a) (ii)             | <p>Identify a type of stretching that could be used to improve flexibility.</p> <p>1 mark</p> <ul style="list-style-type: none"><li>• Static</li><li>• Active,</li><li>• Passive,</li><li>• Dynamic,</li><li>• PNF</li></ul>                                                                                                                                                                                                                                                                                                                                      | [1]                  | AO1 1                    |             |               |     |       |
| (a) (iii)            | <p>Identify a fitness test that measures flexibility</p> <p>1 mark</p> <table border="1"><tr><td>Component of fitness</td><td>Name of appropriate test</td></tr><tr><td>Flexibility</td><td>sit and reach</td></tr></table>                                                                                                                                                                                                                                                                                                                                       | Component of fitness | Name of appropriate test | Flexibility | sit and reach | [1] | AO1 1 |
| Component of fitness | Name of appropriate test                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                          |             |               |     |       |
| Flexibility          | sit and reach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                      |                          |             |               |     |       |
| (b)                  | <p>Explain why the kayaker has been placed at this point on the continuum.</p> <p>1 mark for a basic justification<br/>2 marks for a more detailed justification</p> <p>Arrow to be placed closer to the external of the continuum.</p> <ul style="list-style-type: none"><li>• The environment has a large effect on the outcome.</li><li>• In this scenario it's due to the moving water and drops and the weather that determine where the kayak is predominantly going</li></ul> <p>Can accept the opposite response e.g. it is not self paced because...</p> | [2]                  | AO2 2                    |             |               |     |       |

| Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark | Additional guidance |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------|
| 2 (c)  | <p>Evaluate why the kayaker in the clip could be described as a skilled performer.</p> <p>1-2 marks for a basic evaluation</p> <p>List of characteristics</p> <p>3-4 marks for a more detailed evaluation</p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Technique,</li> <li>• Effectiveness and</li> <li>• Decision making.</li> </ul> <p>Examples are needed for using consistency, accuracy, confidence, controlled, efficient to support their answers.</p> | [4]  | AO3 4               |
| (d)    | <p>Analyse the clip to determine what type of practice a coach could use to improve the performance of the kayaker.</p> <p>1 mark for the practice<br/>1 mark for the analysis(reason)</p> <p>Varied practice- offers the adaptation open skills in different contexts; usually best for autonomous learners.</p> <p>Whole practice – paddle whole section.</p> <p>Part/Whole – learner sections.</p>                                                                         | [2]  | AO3 2               |

| Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark | Additional guidance |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------|
| 3 (a)  | <p>Assess how information processing differs from beginners to elite players like Sara Head.</p> <p>Banded response</p> <p><b>Indicative content.</b></p> <p><b>Differences need to be specifically mentioned to gain the higher levels.</b></p> <p>Every conscious action by humans, including those of athletes during action execution, is believed to be a consequence of response selection from long-term memory.</p> <p>Candidates may include all 4 aspects in their answers-Input, decision making, output, feedback.</p> <p>However, the focused analysis may be in input and decision-making aspects.</p> <ul style="list-style-type: none"> <li>• <b>Input</b> is the information received from the senses. At the cognitive (early) stages, this will overload the decision-making process. As the learner becomes more skilled, they <b>selectively attend to</b> the correct cues and information.</li> <li>• <b>Decision-making</b> interprets the input using its short and long-term memory and decides <i>what, when where</i> and <i>how</i> the learner responds.</li> <li>• <b>Output</b> is the action or actions that respond to the situation.</li> <li>• <b>Feedback</b> will indicate if the response was correct and successful.</li> </ul> <p><b>How the model works:</b></p> <ul style="list-style-type: none"> <li>• Take in information through our senses and temporarily store all of these inputs before sorting them out.</li> <li>• The inputs that are seen as relevant to the decision are then stored in the short-term memory.</li> <li>• A decision is made by comparing the information in the short-term memory with previous experiences stored in the long-term memory.</li> <li>• Regarding the long-term memory for the required action, the decision is carried out.</li> <li>• The action and the results are stored for future reference.</li> <li>• The whole process then begins again.</li> </ul> <p><b>How it would differ between an elite athlete and a beginner</b></p> <ul style="list-style-type: none"> <li>• A beginner would have less experience, therefore would be less able to process the input compared to an elite athlete in the autonomous stage of learning. At the cognitive stage, they would be less able to filter relevant and irrelevant information, causing the information to overload the decision-making process. As the learner becomes more advanced, selective attention is more efficient.</li> </ul> | [6]  | AO1 2<br>AO3 4      |

| Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mark | Additional guidance |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------|
|        | <ul style="list-style-type: none"> <li>At the cognitive stage of learning, it's likely that most of the decisions made are incorrect compared to the autonomous stage, where athletes at the elite levels seldom make mistakes.</li> <li>At the autonomous stage, decision making is quick and often correct.</li> <li>The execution of the skill (output) by a beginner in the cognitive stage will produce mistakes, compared to the efficient and effective outputs by the autonomous learner.</li> </ul> |      |                     |

| Band | AO1 2 marks                                                              | AO3 4 marks                                                                                                                                                                                                                                                                                    |
|------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3    | No Marks available in band 3 for AO1                                     | <p><b>4 marks</b></p> <p>Excellent, well-reasoned assessment on how information processing differs from beginners to elite players.</p> <p>Clear links between the stage of learning and how information processing differs.</p> <p>The answer is balanced and focuses on the key content.</p> |
| 2    | <p><b>2 marks</b></p> <p>Good knowledge of information processing</p>    | <p><b>2-3 marks</b></p> <p>Good, assessment of how information processing differs from beginners to elite players.</p> <p>Clear links between the stage of learning and how information processing differs.</p> <p>The answer has some detail and focuses on some areas of content.</p>        |
| 1    | <p><b>1 mark</b></p> <p>Limited knowledge of information processing.</p> | <p><b>1 mark</b></p> <p>Limited assessment how information processing differs from beginners to elite players.</p> <p>The answer has some limited detail and focuses on some areas of content.</p>                                                                                             |
| 0    | No knowledge of information processing                                   | Not attempted.                                                                                                                                                                                                                                                                                 |

| Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark | Additional Guidance |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------|
| 3 (b)  | <p>Describe one component of fitness that is required by a table tennis player during a game.</p> <p>1 mark for basic identifying component of fitness or just definition<br/>2 mark for developed must relate to table tennis player</p> <p><b>Indicative examples</b></p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Speed</li> <li>• Co-ordination</li> <li>• Cardiovascular Endurance</li> <li>• Muscular endurance</li> <li>• Reaction time</li> <li>• Power</li> <li>• Flexibility</li> </ul> <p>Other valid responses should be credited.</p>                                               | [2]  | AO1 2               |
| (c)    | <p>Explain, using sporting examples, how a coach could make feedback effective for an athlete.</p> <p>1-2 marks for a basic explanation<br/>3-4 marks for a more detailed explanation must use sporting examples</p> <p>Knowledge of Results<br/>Knowledge of Performance</p> <p>Supportive<br/>Motivational<br/>Improvements<br/>Including</p> <ul style="list-style-type: none"> <li>• Accurate, concise, immediate, easily understood and truthful.</li> </ul>                                                                                                                                                   | [4]  | AO2 4               |
| (d)    | <p>Evaluate how a coach could use the principles of training to improve an athlete's performance.</p> <p>Banded response</p> <p><b><u>Indicative content.</u></b></p> <p>Candidates need to show knowledge of SPOV and FITT and how it improves performance.</p> <p>e.g. <b><u>progressive overload</u></b><br/>The principle of <b>PROGRESSIVE OVERLOAD</b>, is the gradual increase of a training load, correctly designed it will progressively increase Frequency, intensity, time and type of training to develop fitness gains. FITT/FID. Must be done gradually to prevent injury or lack of motivation.</p> | [6]  | AO1 2 AO3<br>4      |

| Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Mark                                                                                                                                                                                                                                                                | Additional Guidance |             |   |  |                                                                                                                                                                                                                                                                     |   |                                                                                               |                                                                                                                                                                                                                                                           |   |                                                                                                 |                                                                                                                                                                                                                                                      |   |                                                                                             |                                                   |  |  |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------|---|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------|---------------------------------------------------|--|--|
|        | <p><b>Progressive Overload can be refined to the following changes made to your training Programme.</b></p> <p><b>SPOV (FITT/FID)</b><br/><b>F = Frequency-</b> Increasing the training sessions to incorporate an interval session (1500m at 80% MHR) to improve finishing speed at the end of races.<br/><b>I = Intensity-</b> In the midweek training sessions, 30K runs, increase the running intensity (Speed) to race pace (5min 30s) between 20-30K two weeks prior to race/event.<br/><b>T/D = Time/Duration-</b> The mid-week training sessions will be increased by 5k (30 mins) to ensure a gradual increase on time for 3 sessions over the training season. Extra 90mins per week<br/><b>(T = Type-</b> A strength and conditioning session will be added to the training week to improve explosive power and finishing speed at the end of races).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                     |                     |             |   |  |                                                                                                                                                                                                                                                                     |   |                                                                                               |                                                                                                                                                                                                                                                           |   |                                                                                                 |                                                                                                                                                                                                                                                      |   |                                                                                             |                                                   |  |  |
|        | <table><tr><th>Band</th><th>AO1 2 marks</th><th>AO3 4 marks</th></tr><tr><td>3</td><td></td><td><b>3-4 marks</b><ul style="list-style-type: none"><li>Excellent, well-reasoned evaluation of how a coach could use training principles to improve the athlete's performance.</li><li>The answer is balanced and detailed and focuses on the key content.</li></ul></td></tr><tr><td>2</td><td><b>2 marks</b><br/>Good knowledge of training principles to improve the athlete's performance.</td><td><b>2 marks</b><ul style="list-style-type: none"><li>Good, well-reasoned evaluation of how a coach could use training principles to improve the athlete's performance.</li><li>The answer has some detail and focuses on some areas of content.</li></ul></td></tr><tr><td>1</td><td><b>1 mark</b><br/>Limited knowledge of training principles to improve the athlete's performance.</td><td><b>1 mark</b><ul style="list-style-type: none"><li>Limited evaluation of how a coach could use training principles to improve the athlete's performance.</li><li>The answer has some limited detail and focuses on some areas of content.</li></ul></td></tr><tr><td>0</td><td><b>0 marks</b><br/>No knowledge of training principles to improve the athlete's performance.</td><td><b>0 marks</b><br/>Not attempted<br/>No evaluation.</td></tr></table> | Band                                                                                                                                                                                                                                                                | AO1 2 marks         | AO3 4 marks | 3 |  | <b>3-4 marks</b> <ul style="list-style-type: none"><li>Excellent, well-reasoned evaluation of how a coach could use training principles to improve the athlete's performance.</li><li>The answer is balanced and detailed and focuses on the key content.</li></ul> | 2 | <b>2 marks</b><br>Good knowledge of training principles to improve the athlete's performance. | <b>2 marks</b> <ul style="list-style-type: none"><li>Good, well-reasoned evaluation of how a coach could use training principles to improve the athlete's performance.</li><li>The answer has some detail and focuses on some areas of content.</li></ul> | 1 | <b>1 mark</b><br>Limited knowledge of training principles to improve the athlete's performance. | <b>1 mark</b> <ul style="list-style-type: none"><li>Limited evaluation of how a coach could use training principles to improve the athlete's performance.</li><li>The answer has some limited detail and focuses on some areas of content.</li></ul> | 0 | <b>0 marks</b><br>No knowledge of training principles to improve the athlete's performance. | <b>0 marks</b><br>Not attempted<br>No evaluation. |  |  |
| Band   | AO1 2 marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | AO3 4 marks                                                                                                                                                                                                                                                         |                     |             |   |  |                                                                                                                                                                                                                                                                     |   |                                                                                               |                                                                                                                                                                                                                                                           |   |                                                                                                 |                                                                                                                                                                                                                                                      |   |                                                                                             |                                                   |  |  |
| 3      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>3-4 marks</b> <ul style="list-style-type: none"><li>Excellent, well-reasoned evaluation of how a coach could use training principles to improve the athlete's performance.</li><li>The answer is balanced and detailed and focuses on the key content.</li></ul> |                     |             |   |  |                                                                                                                                                                                                                                                                     |   |                                                                                               |                                                                                                                                                                                                                                                           |   |                                                                                                 |                                                                                                                                                                                                                                                      |   |                                                                                             |                                                   |  |  |
| 2      | <b>2 marks</b><br>Good knowledge of training principles to improve the athlete's performance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>2 marks</b> <ul style="list-style-type: none"><li>Good, well-reasoned evaluation of how a coach could use training principles to improve the athlete's performance.</li><li>The answer has some detail and focuses on some areas of content.</li></ul>           |                     |             |   |  |                                                                                                                                                                                                                                                                     |   |                                                                                               |                                                                                                                                                                                                                                                           |   |                                                                                                 |                                                                                                                                                                                                                                                      |   |                                                                                             |                                                   |  |  |
| 1      | <b>1 mark</b><br>Limited knowledge of training principles to improve the athlete's performance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>1 mark</b> <ul style="list-style-type: none"><li>Limited evaluation of how a coach could use training principles to improve the athlete's performance.</li><li>The answer has some limited detail and focuses on some areas of content.</li></ul>                |                     |             |   |  |                                                                                                                                                                                                                                                                     |   |                                                                                               |                                                                                                                                                                                                                                                           |   |                                                                                                 |                                                                                                                                                                                                                                                      |   |                                                                                             |                                                   |  |  |
| 0      | <b>0 marks</b><br>No knowledge of training principles to improve the athlete's performance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>0 marks</b><br>Not attempted<br>No evaluation.                                                                                                                                                                                                                   |                     |             |   |  |                                                                                                                                                                                                                                                                     |   |                                                                                               |                                                                                                                                                                                                                                                           |   |                                                                                                 |                                                                                                                                                                                                                                                      |   |                                                                                             |                                                   |  |  |

| Number         | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mark               | Additional Guidance |               |              |               |        |      |        |               |                         |                    |          |           |                |      |               |                |        |                 |              |              |        |     |              |     |  |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------|---------------|--------------|---------------|--------|------|--------|---------------|-------------------------|--------------------|----------|-----------|----------------|------|---------------|----------------|--------|-----------------|--------------|--------------|--------|-----|--------------|-----|--|
| 3 (e)          | <p>Outline your knowledge of training zones by using the information in <b>Table A</b> to complete <b>Table B</b>.</p> <p>1x8 marks</p> <p>Table A</p> <table border="1"> <tr> <td>Low</td><td>Anaerobic</td><td>Power walking</td><td>Cooling down</td></tr> <tr> <td>Short Sprints</td><td>60-80%</td><td>High</td><td>50-60%</td></tr> </table> <p>Table B</p> <table border="1"> <tr> <th>Training zone</th><th>% of maximal Heart rate</th><th>Exercise Intensity</th><th>Examples</th></tr> <tr> <td>Anaerobic</td><td><b>80-100%</b></td><td>high</td><td>SHORT SPRINTS</td></tr> <tr> <td><b>Aerobic</b></td><td>60-80%</td><td><b>Moderate</b></td><td>POWERWALKING</td></tr> <tr> <td><b>Light</b></td><td>50-60%</td><td>LOW</td><td>COOLING DOWN</td></tr> </table> | Low                | Anaerobic           | Power walking | Cooling down | Short Sprints | 60-80% | High | 50-60% | Training zone | % of maximal Heart rate | Exercise Intensity | Examples | Anaerobic | <b>80-100%</b> | high | SHORT SPRINTS | <b>Aerobic</b> | 60-80% | <b>Moderate</b> | POWERWALKING | <b>Light</b> | 50-60% | LOW | COOLING DOWN | [8] |  |
| Low            | Anaerobic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Power walking      | Cooling down        |               |              |               |        |      |        |               |                         |                    |          |           |                |      |               |                |        |                 |              |              |        |     |              |     |  |
| Short Sprints  | 60-80%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | High               | 50-60%              |               |              |               |        |      |        |               |                         |                    |          |           |                |      |               |                |        |                 |              |              |        |     |              |     |  |
| Training zone  | % of maximal Heart rate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Exercise Intensity | Examples            |               |              |               |        |      |        |               |                         |                    |          |           |                |      |               |                |        |                 |              |              |        |     |              |     |  |
| Anaerobic      | <b>80-100%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | high               | SHORT SPRINTS       |               |              |               |        |      |        |               |                         |                    |          |           |                |      |               |                |        |                 |              |              |        |     |              |     |  |
| <b>Aerobic</b> | 60-80%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Moderate</b>    | POWERWALKING        |               |              |               |        |      |        |               |                         |                    |          |           |                |      |               |                |        |                 |              |              |        |     |              |     |  |
| <b>Light</b>   | 50-60%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | LOW                | COOLING DOWN        |               |              |               |        |      |        |               |                         |                    |          |           |                |      |               |                |        |                 |              |              |        |     |              |     |  |

| Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mark | Additional Guidance |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------|
| 4 (a)  | <p>Explain how the diet of a sprinter like Christian Malcolm would differ from that of an obese individual, leading a sedentary lifestyle.</p> <p>1-2 marks for a basic explanation</p> <p>3-4 marks for a more detailed explanation must compare diets</p> <p>Proportions of fats, carbohydrates and protein need to be explained.</p> <p>i.e. - CM would eat more Protein for muscle growth and utilises Carbohydrates as the predominant energy source while training. Where the obese individual would predominantly eat a higher percentage of fats.</p> <p>Candidates may use of proportions can be used in their answer e.g A typical runner's diet is composed of around 60-65% carbohydrates, 20% protein and 15-20% fat.</p> <p>An Obese individual would have a higher % of Fat in their diet</p> | [4]  | AO2 4               |
| (b)    | <p>Identify two possible benefits to an individual who follows a healthy active lifestyle.</p> <p>2x1 mark</p> <p><b>Indicative content:</b></p> <p>Reduces risk of:</p> <ul style="list-style-type: none"> <li>• Injury</li> <li>• Heart disease (CHD)</li> <li>• Blood pressure (hypertension)</li> <li>• Obesity</li> <li>• Type 2 diabetes</li> <li>• Increased Bone density</li> <li>• Improved Posture</li> <li>• Improved Fitness</li> </ul> <p>Emotional health benefits include:</p> <ul style="list-style-type: none"> <li>• Improved Self-esteem</li> <li>• Improved Self-confidence</li> <li>• Stress management</li> <li>• Image Friendship</li> <li>• Belonging to a group</li> <li>• Reduced Loneliness</li> </ul>                                                                            | [2]  | AO1 2               |

| Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark | Additional Guidance |
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| 4 (c)  | <p>Explain how you could use SMART targets to adhere to a training programme.</p> <p>1-2 marks for basic explanation</p> <p>3-4 marks for a developed explanation – must include the use of SMART targets to adhere to a training programme.</p> <p>Candidates need to link the use of SMART to adherence to a training programme.</p> <ul style="list-style-type: none"> <li>• <b>Specific</b> – very clear and relate directly to the task or skill - this provides the athlete clarity and direction of where to go within the programme.</li> <li>• <b>Measurable</b> – evaluate progress against a standard or assess against previous performance. By measuring any increases in performance, or decreases in mistakes, could increase confidence in the programme at hand.</li> <li>• <b>Achievable/Agreed</b> – realistic, not too hard but not too easy, challenging but within the performer's capacity. Being too hard, would especially in cognitive learners, would affect self-confidence, self esteem, and therefore reduce the willingness to adhere. Agreed with coach.</li> <li>• <b>Recorded/Realistic</b> – write it down by keeping a log or training diary - This can show improvements, that will increase confidence in the programme.</li> <li>• <b>Timed</b> – state when it will be achieved, set a time limit for completion (goals may be short term or longer term, but should always have timed steps along the way).</li> </ul> <p>Adherence: Stickability, continue, motivated to train harder</p> | [4]  | AO2 4               |
| (d)    | <p>Explain the energy balance equation.</p> <p>1 mark for basic explanation of what's the energy balance equation<br/>2 marks for detailed explanation energy expenditure</p> <ul style="list-style-type: none"> <li>• The energy balance equation is the relation between calories going into the body and the number of calories being used up.</li> </ul> <p>For an individual to lose weight, the energy consumed needs to be less than energy expended.</p> <p>However, for weight gain, the energy consumed needs to be more than energy consumed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | [2]  | AO2 2               |

| Number         | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Mark           | Additional Guidance |         |   |            |  |               |  |          |  |     |       |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------|---------|---|------------|--|---------------|--|----------|--|-----|-------|
| 4 (e)          | <p>Identify an illness that's associated with leading a sedentary lifestyle.</p> <p>1 mark</p> <ul style="list-style-type: none"><li>• Obesity</li><li>• Heart disease</li><li>• Hypertension (high blood pressure)</li><li>• Diabetes</li><li>• Increased risk of osteoporosis</li><li>• Atherosclerosis</li></ul> <p>Mental health/illness</p> <ul style="list-style-type: none"><li>• Depression</li><li>• Addiction</li><li>• Anxiety</li></ul> <p>Accept all other credit worthy responses.</p>                      | [1]            | AO1 1               |         |   |            |  |               |  |          |  |     |       |
| (f)            | <p>Identify the muscle found at the shoulder of the athlete</p> <table border="1"><thead><tr><th>Name of muscle</th><th>Tick one box</th></tr></thead><tbody><tr><td>Deltoid</td><td>✓</td></tr><tr><td>Quadriceps</td><td></td></tr><tr><td>Gastrocnemius</td><td></td></tr><tr><td>Gluteals</td><td></td></tr></tbody></table>                                                                                                                                                                                          | Name of muscle | Tick one box        | Deltoid | ✓ | Quadriceps |  | Gastrocnemius |  | Gluteals |  | [1] | AO1 1 |
| Name of muscle | Tick one box                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                |                     |         |   |            |  |               |  |          |  |     |       |
| Deltoid        | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |                     |         |   |            |  |               |  |          |  |     |       |
| Quadriceps     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |                     |         |   |            |  |               |  |          |  |     |       |
| Gastrocnemius  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |                     |         |   |            |  |               |  |          |  |     |       |
| Gluteals       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |                     |         |   |            |  |               |  |          |  |     |       |
| (g)            | <p>Outline two tests that measure an individual's health</p> <p>2x2 marks</p> <p>1 mark for basic outline naming.<br/>2 marks for detailed outline purpose or protocol</p> <ul style="list-style-type: none"><li>• Body composition</li><li>• Blood pressure</li><li>• Peak flow</li><li>• Blood glucose (Diabetes)</li><li>• Cholesterol measure levels of LDL's in the blood</li><li>• BMI</li><li>• Heart rate - Resting ECG</li><li>• Skinfold measurements</li><li>• Hormone levels</li><li>• Waist to hip</li></ul> | [4]            |                     |         |   |            |  |               |  |          |  |     |       |

| Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark                                                                                                                                                                                                                                                                       | Additional Guidance |             |   |  |                                                                                                                                                                                                                                                                       |   |                                                                                           |                                                                                                                                                                                                                                                                            |   |                                                                                             |                                                                                                                                                                                                                                                                       |   |                                                                                         |                                                       |     |                |
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| 4 (h)  | <p>Analyse the characteristics of the muscle fibres you would find in an elite 100m/200m sprinter.</p> <p>Candidates need to apply:</p> <ul style="list-style-type: none"><li>• What type they would predominantly have, Type II, Fast Twitch</li><li>• Energy system it would use, ATP-PC/Anaerobic</li><li>• White</li><li>• Fatigue resistance, low</li><li>• Speed of muscular contraction, Fast</li><li>• Force of contraction, High</li></ul> <table><tr><th>Band</th><th>AO1 2 marks</th><th>AO3 4 marks</th></tr><tr><td>3</td><td></td><td><b>3-4 marks</b><ul style="list-style-type: none"><li>• Excellent analysis on the characteristics of the Type II muscle fibres you would find in an elite 100m/200m athlete.</li><li>• The answer is balanced and detailed and focuses on the key content.</li></ul></td></tr><tr><td>2</td><td><b>2 marks</b><p>Good knowledge of the characteristics of the Type II muscle fibres.</p></td><td><b>2 marks.</b><ul style="list-style-type: none"><li>• Good well-reasoned analysis on the characteristics of the Type II muscle fibres you would find in an elite 100m/200m athlete.</li><li>• The answer has some detail and focuses on some areas of content.</li></ul></td></tr><tr><td>1</td><td><b>1 mark</b><p>Limited knowledge of the characteristics of the Type II muscle fibres.</p></td><td><b>1 mark</b><ul style="list-style-type: none"><li>• Limited analysis on the characteristics of the Type II muscle fibres you would find in an elite 100m/200m athlete.</li><li>• The answer has some limited detail and focuses on some areas of content.</li></ul></td></tr><tr><td>0</td><td><b>0 marks</b><p>No knowledge of the characteristics of the Type II muscle fibres.</p></td><td><b>0 marks</b><p>Not attempted.<br/>No analysis.</p></td></tr></table> | Band                                                                                                                                                                                                                                                                       | AO1 2 marks         | AO3 4 marks | 3 |  | <b>3-4 marks</b> <ul style="list-style-type: none"><li>• Excellent analysis on the characteristics of the Type II muscle fibres you would find in an elite 100m/200m athlete.</li><li>• The answer is balanced and detailed and focuses on the key content.</li></ul> | 2 | <b>2 marks</b> <p>Good knowledge of the characteristics of the Type II muscle fibres.</p> | <b>2 marks.</b> <ul style="list-style-type: none"><li>• Good well-reasoned analysis on the characteristics of the Type II muscle fibres you would find in an elite 100m/200m athlete.</li><li>• The answer has some detail and focuses on some areas of content.</li></ul> | 1 | <b>1 mark</b> <p>Limited knowledge of the characteristics of the Type II muscle fibres.</p> | <b>1 mark</b> <ul style="list-style-type: none"><li>• Limited analysis on the characteristics of the Type II muscle fibres you would find in an elite 100m/200m athlete.</li><li>• The answer has some limited detail and focuses on some areas of content.</li></ul> | 0 | <b>0 marks</b> <p>No knowledge of the characteristics of the Type II muscle fibres.</p> | <b>0 marks</b> <p>Not attempted.<br/>No analysis.</p> | [6] | AO1 2<br>AO3 4 |
| Band   | AO1 2 marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | AO3 4 marks                                                                                                                                                                                                                                                                |                     |             |   |  |                                                                                                                                                                                                                                                                       |   |                                                                                           |                                                                                                                                                                                                                                                                            |   |                                                                                             |                                                                                                                                                                                                                                                                       |   |                                                                                         |                                                       |     |                |
| 3      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>3-4 marks</b> <ul style="list-style-type: none"><li>• Excellent analysis on the characteristics of the Type II muscle fibres you would find in an elite 100m/200m athlete.</li><li>• The answer is balanced and detailed and focuses on the key content.</li></ul>      |                     |             |   |  |                                                                                                                                                                                                                                                                       |   |                                                                                           |                                                                                                                                                                                                                                                                            |   |                                                                                             |                                                                                                                                                                                                                                                                       |   |                                                                                         |                                                       |     |                |
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| Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mark | Additional Guidance |  |                  |   |                                                                                                                                                                                                                                                      |  |                  |   |                                                                                                                                                                                                                      |  |                |   |                                                                                                                                                                                                                            |  |               |   |                                |     |       |
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| 5 (a)  | <p>Discuss factors that could influence participation in sports such as football.</p> <p><b>Indicative content</b></p> <p><b>Possible factors:</b></p> <ul style="list-style-type: none"><li>• Opportunities,</li><li>• Provisions,</li><li>• Self-esteem</li><li>• Ethnicity</li><li>• Economic status</li><li>• Ability, age, gender, ethnicity, race, family</li><li>• School</li><li>• Role models</li></ul> <p><b>Measures to promote taking part (examples)</b></p> <ul style="list-style-type: none"><li>• Improved provisions in deprived areas- facilities, coaching.</li><li>• Initiatives like 'this girl can'.</li><li>• Black Lives Matter campaign, kick it out, show racism the red card.</li></ul> <table><tr><th>Band</th><th>Criteria</th></tr><tr><td></td><td><b>5-6 marks</b></td></tr><tr><td>3</td><td><ul style="list-style-type: none"><li>• Excellent, well-reasoned discussion of the factors that could have influenced participation (positive and negative).</li><li>• The answer is balanced and detailed and focuses on the key content.</li></ul></td></tr><tr><td></td><td><b>3-4 marks</b></td></tr><tr><td>2</td><td><ul style="list-style-type: none"><li>• Good discussion of the factors that could have influenced participation (not balanced).</li><li>• The answer has some detail and focuses on some areas of content.</li></ul></td></tr><tr><td></td><td><b>1-2mark</b></td></tr><tr><td>1</td><td><ul style="list-style-type: none"><li>• Limited discussion of the factors that could have influenced participation one sided.</li><li>• The answer has some limited detail and focuses on some areas of content.</li></ul></td></tr><tr><td></td><td><b>0 mark</b></td></tr><tr><td>0</td><td>Not attempted.<br/>No analysis.</td></tr></table> | Band | Criteria            |  | <b>5-6 marks</b> | 3 | <ul style="list-style-type: none"><li>• Excellent, well-reasoned discussion of the factors that could have influenced participation (positive and negative).</li><li>• The answer is balanced and detailed and focuses on the key content.</li></ul> |  | <b>3-4 marks</b> | 2 | <ul style="list-style-type: none"><li>• Good discussion of the factors that could have influenced participation (not balanced).</li><li>• The answer has some detail and focuses on some areas of content.</li></ul> |  | <b>1-2mark</b> | 1 | <ul style="list-style-type: none"><li>• Limited discussion of the factors that could have influenced participation one sided.</li><li>• The answer has some limited detail and focuses on some areas of content.</li></ul> |  | <b>0 mark</b> | 0 | Not attempted.<br>No analysis. | [6] | Ao3 6 |
| Band   | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                     |  |                  |   |                                                                                                                                                                                                                                                      |  |                  |   |                                                                                                                                                                                                                      |  |                |   |                                                                                                                                                                                                                            |  |               |   |                                |     |       |
|        | <b>5-6 marks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |                     |  |                  |   |                                                                                                                                                                                                                                                      |  |                  |   |                                                                                                                                                                                                                      |  |                |   |                                                                                                                                                                                                                            |  |               |   |                                |     |       |
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|        | <b>3-4 marks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |                     |  |                  |   |                                                                                                                                                                                                                                                      |  |                  |   |                                                                                                                                                                                                                      |  |                |   |                                                                                                                                                                                                                            |  |               |   |                                |     |       |
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|        | <b>1-2mark</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |      |                     |  |                  |   |                                                                                                                                                                                                                                                      |  |                  |   |                                                                                                                                                                                                                      |  |                |   |                                                                                                                                                                                                                            |  |               |   |                                |     |       |
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|        | <b>0 mark</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |      |                     |  |                  |   |                                                                                                                                                                                                                                                      |  |                  |   |                                                                                                                                                                                                                      |  |                |   |                                                                                                                                                                                                                            |  |               |   |                                |     |       |
| 0      | Not attempted.<br>No analysis.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |      |                     |  |                  |   |                                                                                                                                                                                                                                                      |  |                  |   |                                                                                                                                                                                                                      |  |                |   |                                                                                                                                                                                                                            |  |               |   |                                |     |       |
| (b)    | <p>Identify <b>two</b> types of guidance used by coaches</p> <p>2x1marks</p> <p>Verbal<br/>Visual<br/>Mechanical<br/>Manual</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | [2]  | AO1 2               |  |                  |   |                                                                                                                                                                                                                                                      |  |                  |   |                                                                                                                                                                                                                      |  |                |   |                                                                                                                                                                                                                            |  |               |   |                                |     |       |

| Number                | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark                  | Additional Guidance                                                                                                                                                                                                                                                                                                                     |         |                    |                                                                                                                                                                                                                                                                                                                                                                    |                 |               |                                                                                                                                                               |                    |                 |                                                                                                                                                          |            |                 |                                                                            |  |     |       |
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| 5 (c)                 | <p>Explain the importance of intrinsic and extrinsic motivation to an athlete</p> <p>1- 2 marks for basic explanation of motivation<br/>3- 4 marks for a developed explanation in relation to the importance of both intrinsic and extrinsic motivation.</p> <p>Intrinsic –taking part for the love/ satisfaction/ health reasons.<br/>Extrinsic – taking part for rewards / praise etc.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | [4]                   | AO2 4                                                                                                                                                                                                                                                                                                                                   |         |                    |                                                                                                                                                                                                                                                                                                                                                                    |                 |               |                                                                                                                                                               |                    |                 |                                                                                                                                                          |            |                 |                                                                            |  |     |       |
| (d)                   | <p>Match the correct joint to the appropriate classification.</p> <p>3x1 mark</p> <table border="1"><thead><tr><th>Joint</th><th>Classification</th></tr></thead><tbody><tr><td>Knee</td><td>Hinge</td></tr><tr><td>Shoulder</td><td>Ball and socket</td></tr><tr><td>Neck</td><td>Pivot</td></tr></tbody></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Joint                 | Classification                                                                                                                                                                                                                                                                                                                          | Knee    | Hinge              | Shoulder                                                                                                                                                                                                                                                                                                                                                           | Ball and socket | Neck          | Pivot                                                                                                                                                         | [3]                | AO1 3           |                                                                                                                                                          |            |                 |                                                                            |  |     |       |
| Joint                 | Classification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |                                                                                                                                                                                                                                                                                                                                         |         |                    |                                                                                                                                                                                                                                                                                                                                                                    |                 |               |                                                                                                                                                               |                    |                 |                                                                                                                                                          |            |                 |                                                                            |  |     |       |
| Knee                  | Hinge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |                                                                                                                                                                                                                                                                                                                                         |         |                    |                                                                                                                                                                                                                                                                                                                                                                    |                 |               |                                                                                                                                                               |                    |                 |                                                                                                                                                          |            |                 |                                                                            |  |     |       |
| Shoulder              | Ball and socket                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |                                                                                                                                                                                                                                                                                                                                         |         |                    |                                                                                                                                                                                                                                                                                                                                                                    |                 |               |                                                                                                                                                               |                    |                 |                                                                                                                                                          |            |                 |                                                                            |  |     |       |
| Neck                  | Pivot                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |                                                                                                                                                                                                                                                                                                                                         |         |                    |                                                                                                                                                                                                                                                                                                                                                                    |                 |               |                                                                                                                                                               |                    |                 |                                                                                                                                                          |            |                 |                                                                            |  |     |       |
| (e)                   | <p>Identify <b>two</b> long-term effects of exercise on the body.</p> <p>2x1 mark</p> <table border="1"><tbody><tr><td>Cardiovascular system</td><td><ul style="list-style-type: none"><li>• Cardiac hypertrophy;</li><li>• increased stroke volume (SV) at rest and during exercise;</li><li>• decrease in resting heart rate (HR);</li><li>• increase in cardiac output (Q);</li><li>• capillarisation at the lungs and muscles;</li><li>• increase in number of red blood cells</li></ul></td><td>Aerobic</td></tr><tr><td>Respiratory system</td><td><ul style="list-style-type: none"><li>• increased vital capacity; increase in minute ventilation (VE);</li><li>• increase in tidal volume (TV);</li><li>• decrease in breathing rate (BR);</li><li>• increased number of functioning alveoli;</li><li>• increased strength of the respiratory muscles (internal and external intercostals and diaphragm)</li></ul></td><td>Aerobic</td></tr><tr><td>Energy system</td><td><ul style="list-style-type: none"><li>• increased production of energy from the aerobic energy system;</li><li>• increased tolerance to lactic acid</li></ul></td><td>Aerobic; anaerobic</td></tr><tr><td>Muscular system</td><td><ul style="list-style-type: none"><li>• Muscle hypertrophy;</li><li>• increased strength of tendons;</li><li>• increased strength of ligaments</li></ul></td><td>Resistance</td></tr><tr><td>Skeletal system</td><td><ul style="list-style-type: none"><li>• increase in bone density</li></ul></td><td></td></tr></tbody></table> <p>Award any other credit worthy responses</p> | Cardiovascular system | <ul style="list-style-type: none"><li>• Cardiac hypertrophy;</li><li>• increased stroke volume (SV) at rest and during exercise;</li><li>• decrease in resting heart rate (HR);</li><li>• increase in cardiac output (Q);</li><li>• capillarisation at the lungs and muscles;</li><li>• increase in number of red blood cells</li></ul> | Aerobic | Respiratory system | <ul style="list-style-type: none"><li>• increased vital capacity; increase in minute ventilation (VE);</li><li>• increase in tidal volume (TV);</li><li>• decrease in breathing rate (BR);</li><li>• increased number of functioning alveoli;</li><li>• increased strength of the respiratory muscles (internal and external intercostals and diaphragm)</li></ul> | Aerobic         | Energy system | <ul style="list-style-type: none"><li>• increased production of energy from the aerobic energy system;</li><li>• increased tolerance to lactic acid</li></ul> | Aerobic; anaerobic | Muscular system | <ul style="list-style-type: none"><li>• Muscle hypertrophy;</li><li>• increased strength of tendons;</li><li>• increased strength of ligaments</li></ul> | Resistance | Skeletal system | <ul style="list-style-type: none"><li>• increase in bone density</li></ul> |  | [2] | AO1 2 |
| Cardiovascular system | <ul style="list-style-type: none"><li>• Cardiac hypertrophy;</li><li>• increased stroke volume (SV) at rest and during exercise;</li><li>• decrease in resting heart rate (HR);</li><li>• increase in cardiac output (Q);</li><li>• capillarisation at the lungs and muscles;</li><li>• increase in number of red blood cells</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Aerobic               |                                                                                                                                                                                                                                                                                                                                         |         |                    |                                                                                                                                                                                                                                                                                                                                                                    |                 |               |                                                                                                                                                               |                    |                 |                                                                                                                                                          |            |                 |                                                                            |  |     |       |
| Respiratory system    | <ul style="list-style-type: none"><li>• increased vital capacity; increase in minute ventilation (VE);</li><li>• increase in tidal volume (TV);</li><li>• decrease in breathing rate (BR);</li><li>• increased number of functioning alveoli;</li><li>• increased strength of the respiratory muscles (internal and external intercostals and diaphragm)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Aerobic               |                                                                                                                                                                                                                                                                                                                                         |         |                    |                                                                                                                                                                                                                                                                                                                                                                    |                 |               |                                                                                                                                                               |                    |                 |                                                                                                                                                          |            |                 |                                                                            |  |     |       |
| Energy system         | <ul style="list-style-type: none"><li>• increased production of energy from the aerobic energy system;</li><li>• increased tolerance to lactic acid</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Aerobic; anaerobic    |                                                                                                                                                                                                                                                                                                                                         |         |                    |                                                                                                                                                                                                                                                                                                                                                                    |                 |               |                                                                                                                                                               |                    |                 |                                                                                                                                                          |            |                 |                                                                            |  |     |       |
| Muscular system       | <ul style="list-style-type: none"><li>• Muscle hypertrophy;</li><li>• increased strength of tendons;</li><li>• increased strength of ligaments</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Resistance            |                                                                                                                                                                                                                                                                                                                                         |         |                    |                                                                                                                                                                                                                                                                                                                                                                    |                 |               |                                                                                                                                                               |                    |                 |                                                                                                                                                          |            |                 |                                                                            |  |     |       |
| Skeletal system       | <ul style="list-style-type: none"><li>• increase in bone density</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |                                                                                                                                                                                                                                                                                                                                         |         |                    |                                                                                                                                                                                                                                                                                                                                                                    |                 |               |                                                                                                                                                               |                    |                 |                                                                                                                                                          |            |                 |                                                                            |  |     |       |