GCE AS/A LEVEL

WJEC GCE AS/A LEVEL in

PHYSICAL EDUCATION

APPROVED BY QUALIFICATIONS WALES

SAMPLE ASSESSMENT MATERIALS

Teaching from 2016

This Qualifications Wales regulated qualification is not available to centres in England.

For teaching from 2016
For award from 2017

GCE AS/A LEVEL PHYSICAL EDUCATION

SAMPLE ASSESSMENT MATERIALS

Contents

Candidate Name	Centre Number					Candidate Number				

AS/A LEVEL

PHYSICAL EDUCATION

UNIT 1

EXPLORING PHYSICAL EDUCATION

SAMPLE ASSESSMENT MATERIALS

1 Hour 45 minutes

INSTRUCTIONS TO CANDIDATES

Answer ALL questions.

Write your name, centre number and candidate number in the spaces at the top of this page. Write your answers in the spaces provided in this booklet.

Use black ink or black ball-point pen.

Do not use pencil or gel pen.

Do not use correction fluid.

INFORMATION FOR CANDIDATES

Diagrams, charts and graphs can be used to support answers when they are appropriate.

Mark allocations are shown in brackets.

Question	Maximum mark	Marks awarded
1a	2	
1b	1	
1c	5	
1d	4	
2a	1	
2b	9	
3a	4	
3b	1	
3c	6	
4a	6	
4b	5	
5a	4	
5b	8	
6	16	
Total	72	

Answer **all** questions

1. The image below shows an athlete completing the Maximal Oxygen Uptake (VO_{2max}) test. This test is widely regarded as the best single measure of an athlete's cardiovascular endurance and maximal aerobic power.

(a) Outline **two** reasons why athletes engage in fitness testing. [2]

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(b) The athlete above is performing a lateral raise.

Identify the movement pattern during the upward phase of the action.
Tick **one** box only. [1]

A Flexion along the frontal plane. ☐

B Abduction along the sagittal plane. ☐

C Extension along the horizontal plane. ☐

D Abduction along the frontal plane. ☐

E Rotation about the transverse axis. ☐

The image shows a gymnast performing a straddle handstand on the beam. The gymnast dismounts the beam using a backward somersault.

(c) Identify the axis of rotation involved in a backward somersault and explain how the gymnast can alter her body shape in order to change the rate of spin about this axis. [5]

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(d) Describe the main differences between fast twitch and slow twitch muscle fibres.
[4]

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Total marks: 12

2. Teams are often made up of individuals with different personalities and attitudes. The role of an effective coach is to ensure that all players are working together towards a collective goal.

(a) Which of the following is **not** typically associated with a Type A personality? Tick **one** box only. [1]

A: Strong competitive drive and need to succeed mentality ☐

B: Calm when dealing with problems and stressful situations ☐

C: Need to be in control of the situation ☐

D: Easily aroused ☐

E: Can easily become angry and/or hostile ☐

(b) Analyse, with reference to specific theories, how arousal levels can affect levels of performance. [9]

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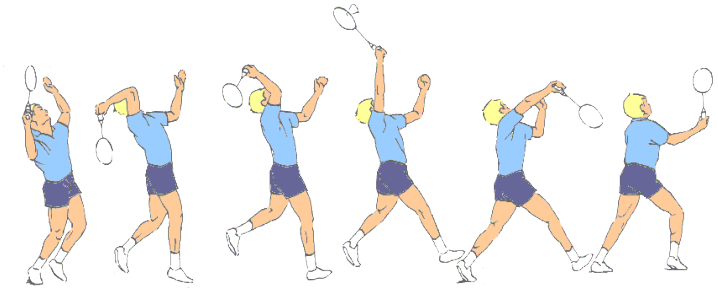
Total 10



3. The image shows an athlete playing an overhead clear in badminton. In this shot, there is a particular emphasis placed on the importance of the follow-through. Coaches will often use a demonstration when introducing such a skill to beginners.

(a) Explain, using Bandura's theory of observational learning, how a performer can learn a new skill through the use of a demonstration. [4]

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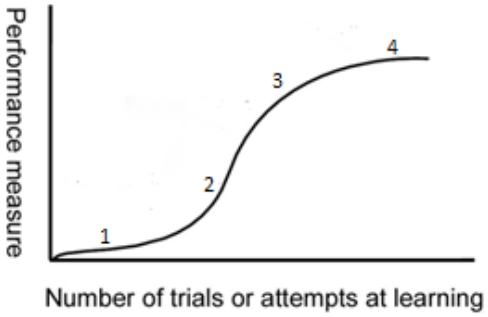
The diagram below shows the S-shaped curve of performance for a gross motor skill.



(b) The part of the curve of performance labelled **3** is called: Tick **one** box only. [1]

A: Plateau ☐

B: Linear ☐

C: Positive acceleration ☐

D: Negative acceleration ☐

E: Associative ☐

(c) Identify **one** possible cause of a plateau and explain ways in which a coach can help a performer to combat the performance plateau effect. [6]

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Total 11

4. Basketball is an explosive sport that requires speed, agility and power. The image shows an athlete performing a jump shot in basketball.

(a) Analyse fully the movement occurring at the elbow and ankle joints while performing the jump shot as demonstrated in the image above. [6]

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(b) Performance analysis support, such as that provided by the English Institute of Sport, is becoming an integral part of an elite athlete's preparation for competition.

Explain, using specific examples, the different performance analysis tools that might be used to analyse the technical aspect of performance in a sport of your choice. [5]

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Total 11

5. (a) The late 19th century saw the development of many modern sports.

What is meant by the term *broken time payments?* Explain the impacts such payments had on the development of rugby. [4]

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(b) Evaluate the concepts of *opportunity*, *provision* and *esteem* with particular reference to gender issues in sport. [8]

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Total 12

6. Following a competition, players go through a process of physiological recovery and begin psychological preparation ahead of their next performance.

Explain the physiological recovery processes that players may go through immediately following intense exercise and analyse the ways in which coaches can help motivate players to improve future performance [16]

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Total 16

UNIT 1

MARK SCHEME

Guidance for examiners

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

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

Banded mark schemes

For band marked questions mark schemes are in two parts.

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

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

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

This is done as a two stage process.

Stage 1 – Deciding on the band

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

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

Stage 2 – Deciding on the mark

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

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

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

Question	Mark Scheme	AO1	AO2	AO3	Total
1 (a)	**Outline two reasons why athletes engage in fitness testing.** *Award 1 mark for each valid reason outlined (max 2).* **Reasons** • Highlight strengths and weaknesses and identify areas to improve with performance (1) • Benchmark/baseline performance in order to (a) set targets and (b) judge the effectiveness of training programmes (1) • As a motivational tool (1) • To assess levels of fitness following injury/period of rehabilitation (1) • Talent identification (1) • Compare with others (use of normative tables) (1) • Accept any relevant reason	2			2
(b)	**Identify the movement pattern during the upward phase of the action.** *Award 1 mark for:* D. Abduction along the frontal plane	1			1
(c)	**Identify the axis of rotation involved in a backward somersault and explain how the gymnast can alter her body shape in order to change the rate of spin about this axis.** *Award 1 mark for:* Identification of axis as the horizontal/transverse axis. *Award 2 x 2 marks for explanation* **Explanation** Moment of inertia – relates to the distribution of mass about the axis in a spinning system (1). The further away from the axis the mass, the greater the moment of inertia and the harder it is to make it spin, hence it is easier to perform a tuck rather than lay out somersault (1). Conservation of angular momentum - angular momentum depends both on the speed of rotation and the distance of the rotating object from the centre. Angular momentum remains constant during rotation (1). Gymnasts change their body shape to change their moment of inertia and, subsequently, control how fast they are rotating (1). Straighten out - slow down (increase mi). Tucker - speed up (decrease mi) (1). They must control their spins in order to land successfully (1). *Candidates must explain at least two of these points in detail to obtain maximum marks. There must be application of the theory to the gymnast.*	1	4		5

<table>
<tr><th>Question</th><th>Mark Scheme</th><th>AO1</th><th>AO2</th><th>AO3</th><th>Total</th></tr>
<tr><td>1 (d)</td><td>Describe the main differences between fast twitch and slow twitch muscle fibres.

Award up to 4 marks for description of any of the following characteristics to show the differences between the fibre types – one mark available for each row of the table below.

<table>
<tr><th>Fast twitch fibres (Type 2)</th><th>Slow twitch fibres (Type 1)</th></tr>
<tr><td>Contract rapidly</td><td>Contract slowly</td></tr>
<tr><td>Anaerobic</td><td>Aerobic</td></tr>
<tr><td>Speed/strength based</td><td>Endurance-based</td></tr>
<tr><td>White in colour</td><td>Red in colour</td></tr>
<tr><td>Can exert great force</td><td>Exert less force</td></tr>
<tr><td>Easily exhausted</td><td>Can contract repeatedly</td></tr>
</table>
</td><td>4</td><td></td><td></td><td>4</td></tr>
</table>

Question	Mark Scheme	AO1	AO2	AO3	Total
2 (a)	**Which of the following is not typically associated with a Type A personality?** *Award one mark for:* B: Calm when dealing with problems and stressful situations	1			1
(b)	**Analyse, with reference to specific theories, how arousal levels can affect levels of performance.** **Indicative content** • Arousal theories: drive theory (Hull), inverted U theory (Yerkes-Dodson), catastrophe theory (Fazey and Hardy) • Drive Theory**:** there is a linear relationship between performance and arousal i.e. performance increases in line with an increase in arousal • Inverted U Theory: arousal improves performance up to an optimal point but that after that point, performance begins to decrease • Catastrophe Theory: predicts a rapid decline in performance (rather than a gradual decline stated by the Inverted U Theory) caused by high cognitive anxiety and increasing somatic anxiety • Arousal is neutral. Different performers will need different levels of arousal in order to perform at their optimum/peak level • Too much arousal (over arousal) or too little (under arousal) can be detrimental to performance • Zone of optimal functioning (ZOF) • Arousal can affect sporting performance in different ways according to the types of skill being carried out (Oxendine, 1970) • Relationship between arousal, levels of expertise (e.g. beginner or expert) and performance	2		7	9

Band	AO1	AO3
	2 marks	**7 marks**
3	**No marks are awarded for AO1 Band 3**	**6-7 marks** Outstanding analysis of how arousal affects performance Excellent analysis of arousal theories Analysis focuses on how arousal can both impair and improve performance Detailed and well reasoned judgements are drawn The response is clearly expressed, and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling
2	**2 marks** Good knowledge of arousal theories	**4-5 marks** Good analysis of how arousal affects performance Good analysis of arousal theories Analysis focuses on how arousal can both impair and improve performance but tends to focus mainly on one aspect Reasoned conclusions are drawn The response is adequately expressed and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling
1	**1 mark** Limited knowledge of arousal theories	**1-3 marks** Limited analysis of how arousal affects performance Limited analysis of arousal theories Analysis focuses on how arousal can either impair or improve performance with no consideration of the other aspect Conclusions are superficial The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling
0	**0 mark** No knowledge of arousal theories	**0 marks** No analysis of arousal theories

Question	Mark scheme	AO1	AO2	AO3	Total
3 (a)	**Explain, using Bandura's theory of observational learning, how a performer can learn a new skill through the use of a demonstration.** *Award 1 mark for candidate demonstrating knowledge of Bandura's theory of observational learning.* *Award up to 3 marks for application of Bandura's theory of observational learning to the learning of a new skill via demonstration (modelling).* **Explanation** Bandura suggests that we can learn new skills by observing significant others demonstrate them. Observational learning (DARMMM) involves: **D**emonstration (modelling by coach – significant other) **A**ttention (demonstration must be seen and heard, precise, focus on specific teaching points and cues, avoid overload) **R**etention (performer must be able to retain information in memory and recall it, importance of practice and mental rehearsal, practices must be relevant, meaningful and/or realistic) **M**otor production (allow time for practice of skill, graduated approach to practices to allow success, performer must be able to carry out the task i.e. it shouldn't be too difficult) **M**otivation (without motivation performers will not pay attention, remember or practise skills, importance of feedback (intrinsic and extrinsic) and reinforcement (positive and negative) **M**atching performance (performer is able to successful copy the demonstration and is ready to progress)	1	3		4
(b)	**The part of the curve of performance labelled 3 is called:** *Award one mark for:* D: Negative acceleration	1			1

Question	Mark scheme	AO1	AO2	AO3	Total
(c)	**Identify one possible cause of a plateau and explain ways in which a coach can help a performer to combat the performance plateau effect.** *Award 1 mark for identification of the possible cause of a plateau.* *Up to 5 marks for explanations of how a coach can overcome plateau.* **Possible causes of plateau:** • Lack of motivation of performer (not succeeding/too extrinsically motivated) (1) • Practices have become repetitive and boring (1) • Physical/mental fatigue (1) • Goal setting problems - performer has already achieved goals/feels goals are unachievable/lack of rewards (1) • Poor coaching (1) • Injury inhibiting progress (1) • Reached limit of ability/potential (1) **How to combat plateau:** All mechanisms for overcoming plateau will involve *either* increasing motivational levels *or* improving levels of confidence *or* increasing fitness levels *or* refining understanding of skill. • High quality coaching – use of persuasion and different forms of practice, feedback, reinforcement and guidance (1) • Allow regular rest intervals with possibility for mental rehearsal (1) • Forms of rewards – praise from significant other (1) • Increase levels of enjoyment (1) • Selective attention improved: concentrating on relevant cues (1) • Improved fitness levels to reduce the impact of fatigue • Slow the rate of learning (1) • Make performer aware of the plateau effect (1)	1	5		6

<table>
<tr><th>Question</th><th>Mark Scheme</th><th>AO1</th><th>AO2</th><th>AO3</th><th>Total</th></tr>
<tr><td>4 (a)</td><td>Analyse fully the movement occurring at the elbow and ankle joints while performing the jump shot as demonstrated in the image above.

Award up to 3 marks for naming joints and types of action.
Award up to 3 marks for analysis of movement at the ankle and elbow.

Analysis

The analysis should include the type of joint, the type of movement and the muscle action at each joint.

<table><tr><td></td><td>Joint type</td><td>Action</td><td>Agonist</td></tr><tr><td>Elbow</td><td>Hinge</td><td>flexion</td><td>biceps brachii</td></tr><tr><td>Ankle</td><td>Hinge</td><td>plantar flexion</td><td>gastrocnemiu/ soleus</td></tr></table></td><td>3</td><td></td><td>3</td><td>6</td></tr>
<tr><td>(b)</td><td>Explain, using specific examples, the different performance analysis tools that might be used to analyse the technical aspects of performance in a sport of your choice.

Award 1 mark knowledge of technical aspects
Award up to 2 marks for explanation of performance analysis tools with links to a sport
Award up to further 2 marks for connections between the performance analysis tools and links to technical aspects of performance.

Explanation

• Technical aspects of performance are: Efficiency of movement and its aesthetic qualities (1)
• A thorough understanding of the technical demands of the sport is essential to the coach and performer
• Biomechanics: Biomechanical analysis of technique is integral to the work of coaches in most sports (1). It can determine how coaches devise and manipulate practice sessions and what feedback they give to performers (1). In order to carry out a technique analysis the coach needs to know what good technique looks like and an understanding of the biomechanical principles involved in its execution (1). Study of the body motions in terms of force, time, distance (1).
• Video analysis: provides objective information and can enhance performance analysis (1). Permanent, immediate, technological aids (freezing, slow motion) (1). Use of performance analysis software such as Dartfish (1).

Performance, analysis tools should have direct links to technical aspects of performance.</td><td>1</td><td>4</td><td></td><td>5</td></tr>
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Question	Mark Scheme	AO1	AO2	AO3	Total
5 (a)	**What is meant by the term *broken time payments?* Explain the impacts such payments had on the development of rugby.** Award 1 mark for knowledge of broken time payments. Broken time payments were financial payments made to 'amateurs' in order to compensate them for the time they had to take off from work in order to compete. Award up to 3 marks for explanation of the impacts on the development of rugby. In 1893, many of the northern clubs asked the RFU to 'allow compensation for bona fide loss of time'. The RFU were against this idea of broken time as it went, in their view, against the true spirit of the game. In 1895, the RFU passed a number of anti-professionalism regulations which led to a breakaway organisation being formed by the northern clubs known as the Northern Union. In rugby, a clear North/South divide emerged. To some extent, this was also a class division between the working-class roots of rugby in the North and the more affluent South. Over time, the northern clubs began to become more professional in outlook → foundations of Rugby League (1922 – 13-a-side) Southern clubs remained amateur → Rugby Union (professionalised in 1995).	1	3		4

Question	Mark Scheme	AO1	AO2	AO3	Total
(b)	**Evaluate the concepts of *opportunity, provision* and *esteem* with particular reference to gender issues in sport.** **Indicative content** With any disadvantaged minority, there are three main constraints to their access to participation: • **opportunity (**to participate fully in all sports, excel at them, develop careers in them) • **provision** (of equal facilities, financial aid, coaching and representative opportunities) *and* • **esteem** (seen through an acceptance of equal opportunity/status, comparable media coverage/recognition and financial reward). Gender-specific issues **Opportunity** • Looking after family • Certain religious restrictions • Female coaches, manager, administrators career opportunities (glass ceiling effect) but opportunities increasing? • Choice of activities **Provision** • Crèche facilities • Females on governing bodies -influence on decision making? • Female coaches • Pay and prize money **Esteem** • Self-image • Role models • Media coverage - sensationalise 'looks' rather than ability – perpetuating traditional gender role ideology? • Sponsorship – equal with males? • Myths/stereotyping	2		6	8

Band	AO1	AO3
	2 marks	**6 marks**
3	**No marks are awarded for AO1 Band 3**	**5-6 marks** Excellent evaluation of opportunity, provision and esteem to gender issues in sport Detailed evaluation considers positive and negative aspects of these concepts as applied to gender issues in sport and consider the relevance in modern sport and society Detailed and well-reasoned conclusions are drawn The response is clearly expressed, and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling
2	**2 marks** Good knowledge of the terms opportunity, provision and esteem	**3-4 marks** Good evaluation of terms opportunity, provision and esteem to gender issues in sport The relevance to modern sport is briefly considered Good evaluation of these concepts as applied to gender issues in sport and society Well-reasoned conclusions are drawn though arguments tends to be one sided The response is adequately expressed, and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling
1	**1 mark** Limited knowledge of the terms opportunity, provision and esteem Knowledge of one or two terms is evident.	**1-2 marks** Limited evaluation of terms opportunity, provision and esteem to gender issues in sport Limited evaluation considers mainly negative aspects of these concepts as applied to gender issues in sport Little or no consideration of the relevance to modern sport and society Conclusions tends to be one sided and superficial
0	**0 mark** No knowledge of the terms opportunity, provision and esteem	**0 marks** No evaluation of terms opportunity, provision and esteem to gender issues in sport The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling

Question	Mark Scheme	AO1	AO2	AO3	Total
6	**Following a competition, players go through a process of physiological recovery and begin psychological preparation ahead of their next performance.** **Explain the physiological recovery processes that players may go through immediately following intense exercise and analyse the ways in which coaches can help motivate players to improve future performance.** **Indicative content** Credit knowledge and understanding of relevant physiological recovery processes, for example: • knowledge of EPOC (excess post-exercise oxygen consumption). • mixture of high and medium glycemic index (GI) carbohydrates immediately following exercise to replenish glycogen stores • use of protein supplementation to aid growth and repair • fluid intake - prevention of dehydration and aid recovery Credit application of knowledge and understanding to intensity of exercise, for example: • importance of post-exercise nutrition - thirty minutes after strenuous exercise is optimum time to refuel • importance of active cool down to remove lactic acid and re-saturate myoglobin stores • alactacid component - restoration of phosphocreatine stores (fast replenishment). Takes two minutes to replenish stores with 50% replenishment after 30 seconds. Requires 2-3 litres of oxygen • lactacid component – removal of lactic acid and restoration of muscle glycogen (slow replenishment). Requires 5-8 litres of oxygen • other recovery methods: use of ice and contrast baths, stretching compression clothing and massage Credit analysis of the ways which coaches can help motivate players to improve future performance, for example: • Develop intrinsic and extrinsic motivation. The benefits and drawbacks of different forms of motivation. • Develop achievement motivation. The need to achieve (NAch) and the need to avoid failure • (NAF) and the importance of coaches developing NAch in athletes and discouraging a NAF attitude. • Sport-specific achievement motivation and its links with competitive trait anxiety. • Develop self-efficacy, and its links to motivation, self-confidence and future performance. • Using past performances to improve self-confidence and motivation for future performance • How self-efficacy links with expectations of success and how teachers/coaches can develop self-efficacy. • Consequences for future performance of poor motivation/low self-efficacy Credit any other appropriate responses.	3	5	8	16

Band	AO1	AO2	AO3
	3 marks	**5 marks**	**8 marks**
3	**3 marks** Excellent knowledge of physiological recovery processes	**5 marks** Excellent application of knowledge and understanding of physiological recovery processes to intensity of exercise	**7-8 marks** Excellent analysis of the ways in which coaches can help motivate players Clear links are made between appropriate theories and improvements to future performance Well-reasoned judgements are made and balanced conclusions are drawn The response is clearly expressed, and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling.
2	**2 marks** Good knowledge of physiological recovery processes	**3-4 marks** Good application of knowledge and understanding of physiological recovery processes to intensity of exercise	**4-6 marks** Good analysis of the ways in which coaches can help motivate players Links are made between appropriate theories and improvements to future performance Reasoned judgements are made and conclusions are drawn The response is adequately expressed, and shows accurate use of technical terminology. Writing is generally well structured using accurate grammar, punctuation and spelling.

1	**1 mark** Limited knowledge of physiological recovery processes	**1-2 marks** Limited application of knowledge and understanding of physiological recovery processes to intensity of exercise	**1-3 marks** Limited analysis of the ways in which coaches can help motivate players Limited links are made between appropriate theories and improvements to future performance Superficial judgements are made and simplistic conclusions are drawn The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling
0	**0 marks** No knowledge of physiological recovery processes	**0 marks** No application of knowledge and understanding of physiological recovery processes to intensity of exercise	**0 marks** No analysis of ways in which coaches can help motivate performers

Unit 1: Assessment objectives mark allocations

	Q1	Q2	Q3	Q4	Q5	Q6	Total
AO1	8	3	3	4	3	3	24
AO2	4	0	8	4	3	5	24
AO3	0	7	0	3	6	8	24
Total	12	10	11	11	12	16	72

Candidate Name	Centre Number					Candidate Number				

AS/A LEVEL

PHYSICAL EDUCATION

UNIT 3

EVALUATING PHYSICAL EDUCATION

SAMPLE ASSESSMENT MATERIALS

2 Hours

INSTRUCTIONS TO CANDIDATES

Answer ALL questions.

Write your name, centre number and candidate number in the spaces at the top of this page. Write your answers in the answer booklet provided.

Use black ink or black ball-point pen.

Do not use pencil or gel pen.

Do not use correction fluid.

INFORMATION FOR CANDIDATES

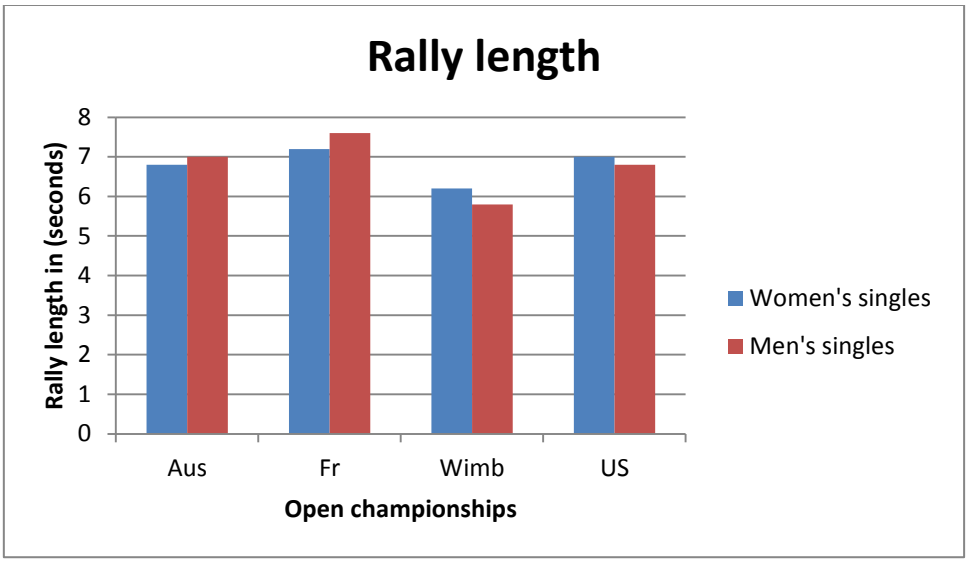
Diagrams, charts and graphs can be used to support answers when they are appropriate.

Question	Maximum mark	Marks awarded
1a	6	
1b	2	
1c	6	
1d	5	
1e	6	
2a	5	
2b	8	
3a	5	
3b	8	
3c	8	
4a	5	
4b	6	
5	20	
Total	90	

*Answer **all** questions*

1. At the highest levels, tennis is an exceptionally explosive and high intensity sport. It is characterised by quick starts and stops, powerful strokes requiring the involvement of several muscle groups and levels of work intensity which fluctuate from brief periods of maximal or near maximal work to longer periods of moderate intensity activity. Players need exceptionally high levels of both aerobic and anaerobic fitness in order to meet the demands placed on them.

Figure 1



Rally length for different singles games

(a) Describe two physiological adaptations that would result from a programme of interval training and explain how they could benefit the performance of a tennis player. [6]

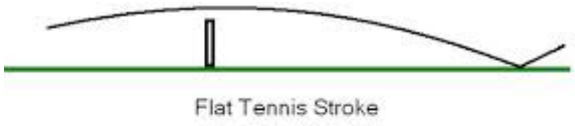
(b) Plyometric training is a type of training based on a muscle contracting eccentrically. Many tennis players use this type of training, as shown below.

Define isotonic eccentric contraction and identify the muscle group which is contracting eccentrically on landing. [2]

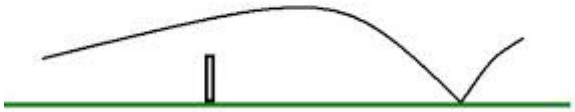
(c) Define the term VO_{2max} and explain how continuous training can increase an athlete's VO_{2max} and how this would improve performance in tennis. [6]

Top level players such as Novak Djokovic and Andy Murray can hit ground strokes at speeds in excess of 90mph but still manage to keep the ball in play. Serves can be hit at speeds that have been recorded at over 150mph.

Figure 2



Flat Tennis Stroke



Topspin Tennis Stroke

(d) Using biomechanical principles and the information above, explain the effect of top spin on the flight path of a tennis ball. [5]

(e) Explain the difference between simple and choice reaction time and explain the role of anticipation in assisting in the returning of high speed serves. [6]

Total 25 marks

2. Football is the most popular team game in the world. It is played by over 1.9 million people every week within the United Kingdom from grassroots to the highest levels of professional game. It involves high levels of expertise, skill and physical fitness.

Figure 3

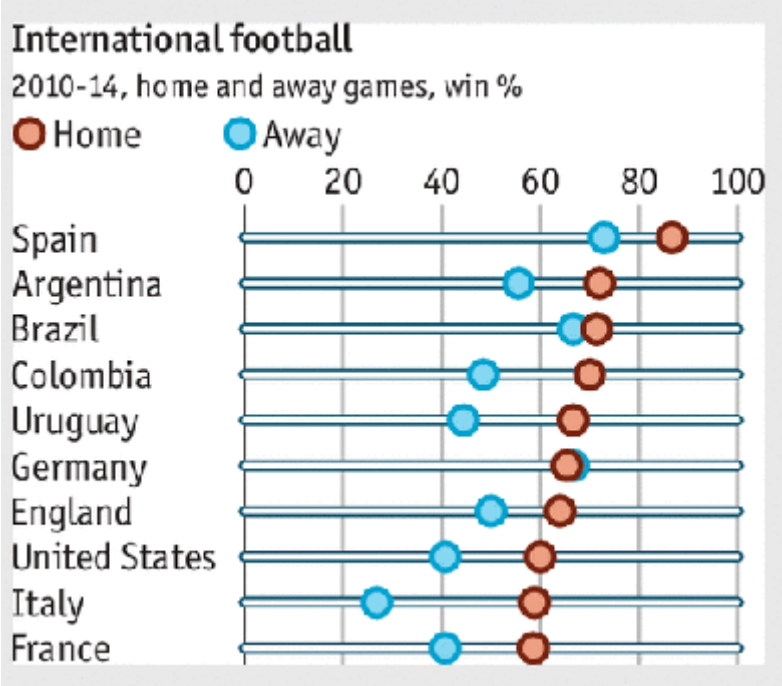


Chart showing the % home wins and % away wins for international teams, 2010-14

(a) With reference to Figure 3 and specific theories, explain how home advantage may influence a team's performance. [5]

Figure 4

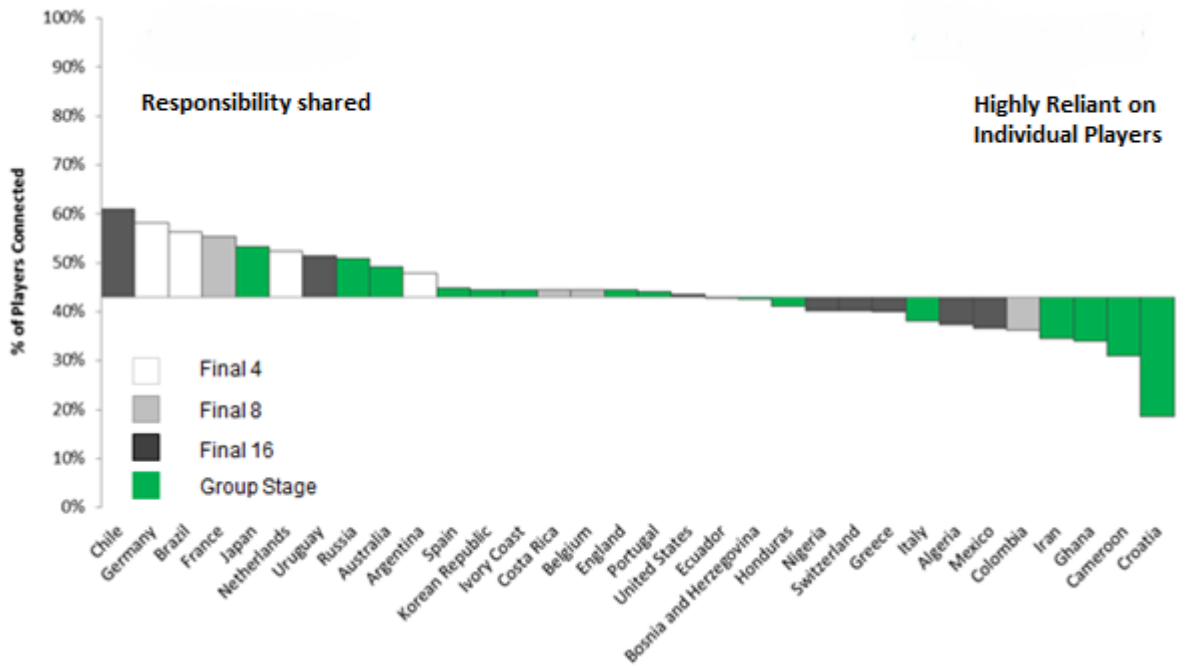


Figure 4 is a visual representation of team connectivity during the 2014 World Cup.

(b) Using your knowledge of group productivity and Figure 4, assess why an unsuccessful team is often less than the sum of its parts. [8]

Total 13 marks

3. Cycling is increasing in popularity in Wales. Coaches are constantly seeking ways to gain an advantage over opponents such as reducing drag.

(a) Discuss factors that influence drag in sport and outline strategies that are employed to minimise its effects. [5]

Sir David Brailsford is often cited as the mastermind behind turning British Cycling into such a force within the Olympic Games. As the Performance Director of Team Sky he was the man behind some of the most celebrated British sporting stories of the last decade.

(b) Justify, with reference to relevant theories, how and why coaches may use different leadership styles in particular sporting situations. Consider two leadership styles in your response. [8]

(c) Discuss how the use of feedback would vary for a performer in the cognitive phase of learning as opposed to a performer in the autonomous phase of learning. [8]

Total 21 marks

4. (a) Explain, using examples, the difference between gamesmanship and sportsmanship and their relationship to the Lombardian ethic. (5)

(b) Explain the relationship between centrality, racial stacking and the lack of leadership opportunities for black players in sport. (6)

Total 11 marks

5. Sky has won the right to cover premier league football from 2016 by paying a staggering £5 billion, equivalent to £10m per game. This can be seen as being part of the trend for increased commercialisation of sport.

Evaluate the relationship between sport, sponsorship and the media. [20]

Total 20 marks

UNIT 3

MARK SCHEME

Guidance for examiners

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

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

Banded mark schemes

For band marked questions mark schemes are in two parts.

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

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

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

This is done as a two stage process.

Stage 1 – Deciding on the band

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

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

Stage 2 – Deciding on the mark

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

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

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

<table>
<tr><th>Question</th><th>Mark scheme</th><th>AO1</th><th>AO2</th><th>AO3</th><th>Total</th></tr>
<tr><td>1 (a)</td><td>Describe two physiological adaptations that would result from a programme of interval training and explain how they could benefit the performance of a tennis player.

<table><tr><th>Adaptation</th><th>Benefit to performance</th></tr><tr><td>Development of Type 11a and 11b muscles fibres</td><td>Increase speed around the court</td></tr><tr><td>Greater tolerance to lactic acid</td><td>Sustains performance to end of long match or in long rally</td></tr><tr><td>Quicker recovery rate</td><td>Sprint, quickly recover and sprint again</td></tr><tr><td>Cardiac hypertrophy - increased stroke</td><td>More efficient supply of 0_2 to working muscles</td></tr><tr><td>Any suitable adaptation</td><td>Any suitable benefit linked to the adaptation</td></tr></table>
Award up to maximum of 3 marks for knowledge of physiological adaptations.

Award up to maximum of 3 marks for application to benefit performance.</td><td>3</td><td>3</td><td></td><td>6</td></tr>
<tr><td>(b)</td><td>Define isotonic eccentric contraction and identify the muscle group which is contracting eccentrically on landing.

Award 1 mark for definition of eccentric contraction.
An eccentric muscle contraction is one where the muscle lengthens whilst contracting (i.e. the origin and insertion get further away from each other) or similar (1).

Award 1 mark for identification of muscle group.

Accept rectus femoris or quadriceps group (1).</td><td>2</td><td></td><td></td><td>2</td></tr>
</table>

Question	Mark scheme	AO1	AO2	AO3	Total
(c)	**Define the term VO_{2max} and explain how continuous training can increase an athlete's VO_{2max} and how this would improve performance in a named sport.** *Award 1 mark for definition of* $VO_{2max.}$ The **maximum** volume of **oxygen** that can be (taken in/transported and) utilised/**consumed** by the body **in one minute**/per unit of time *Award 1-2 marks for explaining how continuous training can increase an athlete's $VO_{2max.}$* *Award 1-3 marks for applying the increased VO_{2max} to improved performance in a named sport, for example* **Explanation** • improved efficiency of the cardiovascular systems (1) enables a rugby player to sustain a high level of performance through the whole game (1) • cardiac hypertrophy – strengthening of the muscular wall of the heart leads to more forceful contraction – increased stroke volume (1) plus application (1) • greater volume of oxygenated blood pumped out of the heart per beat (1) plus application (1) • increased strength in respiratory muscles (1) plus application (1) • increases in lung capacity and surface area of alveoli (1) plus application (1) • Any other relevant explanation (1) plus application (1)	3	3		6
(d)	**Using biomechanical principles, and the information above, explain the effect of top spin on the flight path of a tennis ball.** *Award up to a maximum of 2 marks for knowledge of relevant principles and a further 3 marks for explanation.* **Principles and Explanation** • A ball hit with top spin can be hit much higher and harder over the net as it will dip significantly in the latter part of its flight (1) • This is due to the Magnus effect (which is the Bernoulli effect applied to spinning objects) (1) • When a ball spins, the air molecules surrounding the ball spin with it. This creates what is called a boundary layer. When this boundary layer of air molecules collides with the oncoming (or mainstream) air, a decrease in velocity is seen along with the creation of a pressure differential (1) • The pressure differential on opposite sides of the ball causes a Magnus force, which is directly from a high pressure region to a low pressure region. This is why the ball is 'pulled' downwards sharply (1) • Players can hit balls at high speeds and make them dip into a small area (1)	2	3		5

Question	Mark scheme	AO1	AO2	AO3	Total
(e)	**Explain the difference between simple and choice reaction time and explain the role of anticipation in assisting in the returning of high speed serves.** *Award up to 3 marks for knowledge of the difference between simple and choice reaction time. 1 mark for definition of reaction time only.* **Reaction time** is the delay between the stimulus and the onset of the response (1) • Simple reaction time is when there is only one stimulus and one response e.g. sprint start (1) • Choice reaction time is where there are a variety of stimuli and possible responses e.g. a midfielder in possession in hockey (1) *Award 3 marks for the role of anticipation.* **Anticipation** • Anticipation allows a performer to initiate a movement pattern (links with schema theory and motor programmes) using past experience to detect appropriate signals and cues early e.g. in tennis, angle of racket, height of ball toss, feet position can all be used to recognise what type of serve may be hit (1) • There are two forms of anticipation: spatial and temporal (1) • Spatial anticipation is when a performer can predict when a particular action is going to happen e.g. tennis player knows when a slice serve is going to be hit and adjusts body position accordingly (1) • Temporal anticipation is when a performer knows what is going to happen but not when (1) Factors affecting anticipation include: predictability of stimulus, speed of stimulus, complexity of response, practice, experience (1)	3	3		6

Question	Mark scheme	AO1	AO2	AO3	Total
2 (a)	**With reference to Figure 3 and specific theories, explain how home advantage may influence a team's performance.** *Marks are awarded for application of theory to practice. There must be reference to the chart e.g. all teams have a higher % of wins at home. Must refer to at least one theory or no marks awarded. No reference to diagram – max. 2 marks.* **Explanation** • Reference to figures in the chart (1) • Theories relating to social facilitation (performing in front of an audience) – drive theory (Zajonc), inverted-U (Yerkes-Dodson), evaluation apprehension (Cottrell), self-presentation theory (Bond) and, of most relevance, distraction-conflict (Baron) (1) • Research suggests that for major sports, teams tend to win more home matches than away matches due to the supportive nature of the audience (1) • Factors affecting home advantage include: proximity if crowd, stage of competition (more success for home teams in earlier rounds) and expectations (of players and supporters) (1) • Home teams tend to play more a more attacking style within the rules (functionally aggressive behaviour) whilst away teams tend to contravene the rules more and commit more fouls (dysfunctional aggressive behaviour) (1)	1	4		5

Question	Mark scheme	AO1	AO2	AO3	Total
(b)	**Using your knowledge of group productivity and Figure 4, assess why an unsuccessful team is often less than the sum of its parts.** *Candidates must make reference to the diagram e.g. unsuccessful teams are more reliant on individuals. Maximum of 6 marks if no reference to diagram* **Indicative content** • Steiner's model suggest that a successful team is often more than the sums of its parts (individual talents) • Actual productivity = potential productivity – losses due to faulty group processes • Potential productivity = quantity and quality of the group's resources relevant to the task (i.e. individuals ability and skill level and experiences) • Steiner argues that faulty group process can be put down to coordination losses and motivational losses • Coordination losses are due to: lack of cooperation between players and group size effects • Motivational losses can be linked with the Ringleman effect and social loafing e.g. over reliance on star plays • Learners may also discuss task and social cohesion • Figure 4 shows clear link between connectiveness and success • analysis of success and progression to last 8 or last 4	3		5	8

Band	AO1	AO3
	3 marks	**5 marks**
3	**3 marks** Outstanding knowledge of group productivity theory	**5 marks** Outstanding assessment of whether an unsuccessful team is less than the sum of its parts Reasoned judgements made on the merits of Steiner's model to explain the statement Accurate interpretation of Figure 4 and theory explicitly linked with the graph
2	**2 marks** Good knowledge of group productivity theory	**3-4 marks** Good assessment of whether an unsuccessful team is less than the sum of its parts Judgements made on the merits of Steiner's model to explain the statement but are superficial or nor fully developed Valid reference to Figure 4 and links to theory
1	**1 mark** Limited knowledge of group productivity theory	**1-2 marks** Limited assessment of whether an unsuccessful team is less than the sum of its parts Little or no reference to theoretical concepts or Figure 4 Limited judgement made on the merits of Steiner's model
0	**0 marks** No knowledge of group productivity theory	**0 marks** No assessment of whether an unsuccessful team is less than the sum of its parts

Question	Mark scheme	AO1	AO2	AO3	Total
3 (a)	**Discuss factors that influence drag in sport and outline strategies that are employed to minimise its effects.** *Award 1 mark for description of each factor affecting drag (up to maximum of 2 marks). Award up to 3 marks for identification and brief explanation of strategies used to minimise drag.* **Factors** • Fluid friction and air resistance are the two forces acting against moving objects that slow down (1). They do this because they act in the opposite direction to the movement. The faster an object moves, the more resistance it will encounter (1) • In both swimming and cycling, we refer to this resistance as **drag**. Drag is affected by the shape of the object and the way in which water (in the case of swimming) and air (in the case of cycling) flows past it (1). Examples should be provided. **Strategies** • **Streamlining** is an effective way of reducing drag and aiding a smoother flow of air past an object. This smooth flow involves fluid/air flowing in layers known as laminar flow (1). • In cycling, streamlining can be achieved in a number of ways. Cyclists adopt a low crouch position (using drop handlebars to reduce their frontal cross-section area) and often wear tight fitting 'skinsuits' (1). Advances in bike design such as oval-shaped frame tubes and disc wheels have helped reduce drag. Additionally, helmets have been designed to have a more aerodynamic shape (1). • In swimming, an efficient technique will lead to a more streamlined shape in the water. For example, an effective flutter kick will help raise the legs in the water and reduce the frontal cross section (1). Other strategies employed by swimmers include shaving (to reduce frictional drag), the use of swim caps and more recently, the use of specially designed full body suits known as 'fastskins' (1). This compresses the body into a more aerodynamic shape and claims to reduce skin friction drag by as much as 24 percent (1). Diagrams may be beneficial in helping to explain this response.	2	3		5

Question	Mark scheme	AO1	AO2	AO3	Total
3 (b)	**Justify with reference to relevant theories, how and why coaches may use different leadership styles in particular sporting situations. Consider two leadership styles in your response.** **Indicative content** Fiedler's contingency model is based on the link between a leader's **personality or leadership style** and the **situational requirements** of the task. Leadership style – task-centred (leader who focuses on getting the job done, performance and productivity) and relationship-centred leader (who works on developing and maintaining good interpersonal relationships). Autocratic / democratic styles. Effectiveness of leadership depends on the 'favourableness' of the situation: Most and least favourable → task orientated approach. Moderately favourable → relationship orientated approach. Specific examples and development of scenarios relating to the above e.g. conditions causing least favourable situations.			8	8

Band	AO3
	8 marks
3	**7-8 marks** Excellent justification of different leadership styles and their use in particular sporting situations Reasoned judgements are made on the relative merits of two leadership styles in different situations The response is clearly expressed and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling
2	**4-6 marks** Good justification of different leadership styles and their use in particular sporting situations Some judgements are made on the relative merits of two leadership styles in different situations but are not fully developed / backed up with specific examples The response is adequately expressed and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling
1	**1-3 marks** Limited justification of different leadership styles and their use in particular sporting situations Limited judgements are made on the relative merits of one leadership style in different situations but have few if any specific examples The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling
0	**0 marks** No discussion of different leadership styles and their use in particular sporting situations Response not worthy of credit.

Question	Mark scheme	AO1	AO2	AO3	Total
(c)	**Discuss how the use of feedback would vary for a performer in the cognitive phase of learning as opposed to a performer in the autonomous phase of learning.** **Indicative content** Feedback: intrinsic / extrinsic (knowledge of results / knowledge of performance); terminal/concurrent; characteristics of effective feedback (limited, specific, immediate, individualised, variety, aimed at helping performers recognise their own errors). Functions of feedback (motivate, inform, reinforce). Cognitive learners tend to rely on extrinsic feedback as they have yet to develop kinaesthetic awareness. Feedback needs to be immediate and focussed on specific aspects of performance. Concurrent feedback may be useful although it may confuse some novice performers. Terminal feedback may be useful for experienced performers as they will have the opportunity to reflect on their performances (linked with different modes of performance analysis).	3		5	8

Band	AO1	AO3
3	**3 marks** Outstanding knowledge of types and uses of feedback	**5 marks** Outstanding discussion of the different uses of feedback for performers in different phases of learning The discussion shows outstanding evaluation of feedback and the difference uses for different stages of learning Reasoned judgements are made about uses of feedback for performer at different stages of learning There are excellent links between theory and practice The response is clearly expressed and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling
2	**2 marks** Good knowledge of types and uses of feedback	**3-4 marks** Good discussion of the different uses of feedback for performers in different phases of learning The discussion shows good evaluation of feedback and the different uses for different stages of learning Judgements about uses of feedback for performer at different stages of learning are made but lack development The response is adequately expressed and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling
1	**1 mark** Limited knowledge of types and uses of feedback	**1-2 marks** Limited discussion of the different uses of feedback for performers in different phases of learning The discussion shows limited evaluation of feedback and the different uses for different stages of learning Judgements about uses of feedback are superficial The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling
0	**0 marks** No knowledge of feedback	**0 marks** No discussion of the different uses of feedback Response not worthy of credit

Question	Mark scheme	AO1	AO2	AO3	Total
4 (a)	**Explain, using examples, the difference between gamesmanship and sportsmanship and their relationship to the Lombardian ethic.** *Award 2 marks for demonstrating an understanding of the difference between gamesmanship and sportsmanship.* *3 additional marks awarded for application of theory to relevant sporting examples and their relationship to Lombardian ethic.* **Explanation** Sportsmanship is a moral approach towards participating in sport whereby performers abide by both the written and unwritten rules of the game (1). It encompasses the virtues of fairness, integrity, responsibility and respect e.g. kicking the ball out of play when opponents are injured, walking in cricket when you know you are out and shaking hands with opponents (1). Gamesmanship is the concept of bending the rules are far as possible without actually breaking them in order to get an advantage (1). It is often seen as underhanded or morally dubious e.g. distraction, sledging, time-wasting, psychological intimidation, faking an injury (1). There is a very fine line between gamesmanship and cheating and this is often culturally-constructed (1). The Lombardian ethic is the notion of '*winning at all costs*' often to the detriment of social and moral values (1). It has been suggested that as commercialisation and the associated financial rewards for winning have increased so has both deviance and gamesmanship (1). Competitors will do all they can within (and outside) of the rules of the game to gain an advantage and examples of 'true' sportsmanship are becoming few and far between in modern, professional sport (1).	2	3		5

Question	Mark scheme	AO1	AO2	AO3	Total
(b)	**Explain the relationship between centrality, racial stacking and the lack of leadership opportunities for black players in sport.** **Indicative content** **Centrality** is defined as 'how close a member is to the centre of the group's interaction, how frequently that member to a greater or lesser range with other teammates, and the degree to which other team members must co-ordinate tasks and other activities with other members' (Grusky, 1963). Links with the work of Chelladurai and Carron (1977) – **task dependence** and **propinquity**. **Racial stacking** refers to the disproportionate placement (or over-representation) of blacks or minorities into positions of low centrality (Cox, 2007). This is often linked with stereotypical views of black players. White players are often seen as the decision makers (and so placed in the central positions) whilst black sportspeople as seen as having certain physical advantages that allow them to excel in positions requiring strength, speed and power but limited decision making abilities. Research suggests that an athlete who plays in a central position on the playing field (such as the point guard in basketball, the catcher is baseball or the quarterback in American football) is likely to benefit from greater leadership responsibilities and opportunities. Lack of opportunities to play in these central positions leads to a lack of opportunity to displays leadership skills. Consequently, there is an under representation of black people as coaches or in managerial positions.	2	4		6

Band	AO1	AO2
	2 marks	**4 marks**
3	**No marks are awarded for AO1 Band 3**	**4 marks** Outstanding explanation of the issues of lack of leadership opportunities for black players in sport The relationship between centrality and stacking is explained in in detail Reasoned judgements are backed up using appropriate theory Excellent use of technical language
2	**2 marks** Good knowledge of centrality and stacking and leadership opportunities	**3 marks** Good explanation of the issues of lack of leadership opportunities for black players in sport The relationship between centrality and stacking is explained Judgements are backed up using appropriate theory but may be superficial Good use of technical language
1	**1 mark** Limited knowledge of centrality and stacking and leadership opportunities	**1-2 marks** Limited explanation of the issues of lack of leadership opportunities for black players in sport There is a limited explanation of centrality and stacking Limited judgements are superficial Limited use of technical language
0	**0 marks** No knowledge of centrality and stacking and leadership opportunities	**0 marks** No explanation of the issues to lack of leadership opportunities for black players in sport

Question	Mark scheme	AO1	AO2	AO3	Total
5	**Evaluate the relationship between sport, sponsorship and the media.** **Indicative content** The following is indicative of the material that might be included in the answer. • Functions of the mass media are to: inform, educate and entertain • Sport and the mass media exist in a symbiotic (interdependent) relationship – concept of the 'golden triangle' • Sport has perhaps been altered to become more of a 'spectacle' due to its captive audience demand • Profit potential in sport is huge. Sport is now seen as a commodity that can be bought and sold • The 'hype' that accompanies many of today's major sporting events is often media generated - boosting sales and audience figures • Increased ticket prices • Loss of the traditional aspects of sport in Britain e.g. 3.00pm kick offs for football as sport becomes a media product • Growing emphasis on ***spectacularisation*** especially for major global events • Creation of 'hype': notion of ***dramatizing*** sport • Development of new sports that suit television e.g. Beach volleyball and beach football • Creation of a celebrity culture for sport stars on and off the field of play • Global impact of sport e.g. NBA games being played at the O2. Premier League '39th game' • Rules have been tampered with to make sport more dynamic and exciting for the media, e.g. back pass rule in football, no offside in hockey • Timetables altered to suit peak viewing times, e.g. Day-night cricket, summer season for rugby league • Sports as an art form: modern technology – player cam, split screens, replays, slow motion • New markets/channels: new technology has promoted a new wave of sporting broadcasts e.g. Pay-per-view / live streaming / social media • Creation of 'passiveness'; may encourage passive spectators and, therefore, in fact reduce participation levels and create a nation of 'armchair fans', • the 'golden triangle' might result in a lack of scrutiny by the media e.g. into allegations of drug taking • Governing bodies feel indebted to media and big sponsors-could influence decisions?	4	4	12	20

Band	AO1	AO2	AO3
	4 marks	**4 marks**	**12 marks**
3	**4 marks** Outstanding knowledge and understanding of the relationship between sport, sponsorship and the media	**4 marks** Outstanding application of knowledge of sponsorship and the media sport	**9-12 marks** Outstanding evaluation of relationship between sport, sponsorship and the media Detailed and reasoned judgements are made on whether these are beneficial to sport or not. Positive and negative effects on sport are discussed in detail The response is clearly expressed and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling.
2	**3 marks** Good knowledge and understanding of the relationship between sport, sponsorship and the media	**3 marks** Good application of knowledge of sponsorship and the media to sport	**5-8 marks** Good evaluation of relationship between sport, sponsorship and the media Judgements are made on whether these are beneficial to sport or not but not always evidence-based Evaluation tends to be one sided concentrating on either the positive or negative effects The response is adequately expressed and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.
1	**1-2 marks** Limited knowledge and understanding of the relationship between sport, sponsorship and the media	**1-2 marks** Limited application of knowledge of sponsorship and the media to sport	**1-4 marks** Limited evaluation of relationship between sport, sponsorship and the media Evaluation is one sided and is superficial The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling
0	**0 marks** No knowledge and understanding of the relationship between sport, sponsorship and the media	**0 marks** No application of knowledge of sponsorship and the media to sport	**0 marks** No evaluation of relationship between sport, sponsorship and the media. Response not worthy of credit

Unit 3: Assessment objectives mark allocation

	Q1	Q2	Q3	Q4	Q5	Total
AO1	13	4	5	4	4	30
AO2	12	4	3	7	4	30
AO3	0	5	13	0	12	30
Total	**25**	**13**	**21**	**11**	**20**	**90**