

GCSE



WJEC GCSE 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 2018

GCSE PHYSICAL EDUCATION

SAMPLE ASSESSMENT  
MATERIALS



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Candidate Name	Centre Number				Candidate Number			
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## GCSE PHYSICAL EDUCATION

### UNIT 1

### INTRODUCTION TO PHYSICAL EDUCATION

### SAMPLE ASSESSMENT MATERIALS

**2 hours**

#### INFORMATION FOR CANDIDATES

Diagrams, charts and graphs can be used to support answers when they are appropriate.  
Mark allocations are shown in brackets.

You will be shown two video clips.

The clips for Question 1 and Question 2 will each be shown three times, during which time you may answer the questions and make notes.

Firstly the two clips will be shown.

Clip for Question 1 will be shown a second time. There will be five minutes after the clip to answer the questions.

Clip for Question 2 will be shown a second time. There will be five minutes after the clip to answer the questions.

Both clips will then be shown for a third and final time.

You will then have the rest of the examination time to complete questions 1 and 2 and the remaining questions.

#### INSTRUCTIONS TO CANDIDATES

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.

Question	Maximum mark	Marks awarded
1a	3	
1b	3	
1c	5	
1d	8	
2a	11	
2b	2	
2c	2	
2d	3	
3a	6	
3b	4	
3c	4	
3d	6	
4a	4	
4b	4	
4c	4	
4d	10	
5a	11	
5b	4	
5c	6	
<b>Total</b>	<b>100</b>	

**View DVD clip 1 and follow the instructions on screen before answering Question 1.**

1. Skills can be placed along a continuum such as the one shown below.

Self-paced – Externally-paced continuum



(a) Justify the decision to put the rugby place kick at point A on the self-paced – externally-paced continuum. [3]

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(b) Identify and explain a type of practice that would help develop the skill seen in the clip. [3]

Type of practice: .....

Explanation: .....

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- (c) (i) Why is **flexibility** needed to perform the skill seen in the clip? [3]

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- (ii) Describe how the performer's flexibility could be improved. [2]

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The performer in the clip is a high level performer.

- (d) Discuss the use of guidance and feedback for performers in different stages of learning. [8]

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**View DVD clip 2 and follow the instructions before answering Question 2. The DVD shows 400 metre runners completing 2 laps of an indoor track of 200 metres.**

2. (a) (i) Two energy systems are mainly being used by the athletes seen in the clip.

At which point in the race is each of the systems mainly being used?  
Justify your answer. [4]

	Where in the race	Justification
ATP-PC		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Anaerobic		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

- (ii) Explain why an understanding of the anaerobic threshold is important for 400m athletes. [4]

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- (iii) One of the athletes shown in the clip is 16 years old. Complete the table below for this athlete. [3]

<b>Factor</b>	<b>Value</b>
Maximum heart rate	
Aerobic training zone	
Anaerobic training zone	

Before the race the athletes would have warmed up.

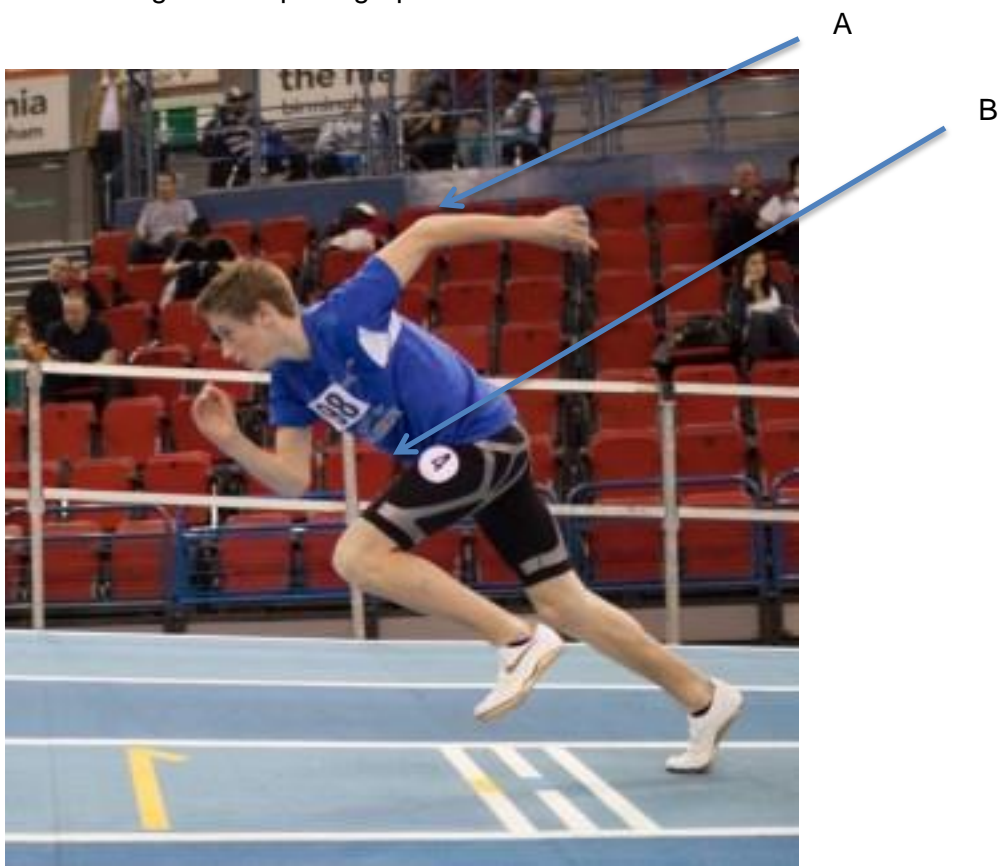
- (b) Describe and explain why the athletes would have warmed up. [2]

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- (c) The multi-stage fitness test could be an appropriate fitness test that 400m runners could use to monitor their level of fitness. Give **one** reason why this is an appropriate test for a 400m runner. [2]

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The following is a still photograph of a 400m runner.



(d) (i) Identify the lever at A. Tick **one** box only. [1]

- 1<sup>st</sup> Order
- 2<sup>nd</sup> Order
- 3<sup>rd</sup> Order
- 4<sup>th</sup> Order

(ii) Classify the synovial joint at B (hip). Tick **one** box only. [1]

- Hinge
- Pivot
- Ball and socket
- Gliding

(iii) Identify the type of muscle fibres that are being used with oxygen. Tick **one** box only. [1]

- Slow twitch
- Red twitch
- Fast twitch
- Gliding

**TOTAL 18**

Players in team activities such as netball often rely on a good coach to achieve success.

3. (a) Evaluate using examples, a coach's use of SMART targets as a strategy for improvement for individual members of a team. [6]

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- (b) Explain why carbohydrates would probably be the main energy source used during a training session for an activity such as netball. [4]

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- (c) Identify **four** characteristics of a skilled performance [4]

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Technology in Sport is helping officials to deal with gamesmanship.

4. (a) Describe the impact of **two** technological developments that have been introduced to support officials in sport. [4]

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- (b) Describe **two** positive motivational strategies a teacher could use to encourage children to improve their behaviour when participating in competitive sport. [4]

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- (c) Explain how a high level of physical fitness could affect a sportsperson's performance. [4]

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5. Obesity in children represents a serious public health problem in Wales. The rates of childhood obesity in Wales are the highest in the UK, with about 35 per cent of children (under 16 years old) being overweight or obese in 2011. This includes around 19 per cent of children classified as obese, 23 per cent of boys and 16 per cent of girls.

Compared to the obesity rates of other parts of the world, the problem in Wales is also significant; in a survey of childhood obesity rates of 35 countries, Wales had the fifth highest rate.

- (a) (i) Give **two** possible reasons for the high levels of obesity in Wales. [4]

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- (ii) Name and describe **three** risks associated with obesity in childhood. [3]

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(iii) Explain **two** measures the Welsh Government could take to reduce childhood obesity in Wales. [4]

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(b) Describe the difference between health and fitness. [4]

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(c) Many people undertake a training programme to help improve their fitness. Read the following data from a 12 week training programme designed for a 16 year old female.

Component	Week 1	Week 12
Multi Stage Fitness test	9	11
% Body Fat	25	18
Blood Pressure	140/90mmHg	120/75mmHg
Resting Heart Rate	74	68

Evaluate why these changes occurred during the 12 week training programme.

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## 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)	<p><b>Justify the decision to put the rugby place kick at point A on the self-paced – externally-paced continuum.</b></p> <p><b>Award:</b> 1 mark for knowledge of pacing continuum 2 marks for justification.</p> <p><b>Justification</b></p> <ul style="list-style-type: none"> <li>• pacing continuum shows the extent to which the timing and pacing of an action is controlled by the performer (1)</li> <li>• The pacing of the kick is controlled by the performer so would be A (1)</li> <li>• Although there are some external factors affecting the kicker such as wind or crowd it is an activity in which the timing and pacing is dictated by the kicker (1)</li> <li>• It could not be B as a skill at this point would have significant external factors that dictate timing and pacing (1)</li> <li>• Time limit on the kick can affect placing if kicker delays too long (1).</li> </ul>	1		2	3
(b)	<p><b>Identify and explain a type of practice that would help develop the skill seen in the clip.</b></p> <p><b>Award:</b> 1 mark for identifying fixed practice and 2 marks for the links between the skill being shown and the type of practice.</p> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• Fixed practice (1)</li> <li>• Because the rugby player is practicing kicking from the same spot and repeating the action (1)</li> <li>• Fixed practice is the best type of practice to refine (1)</li> <li>• Self-paced skill as the performer is in control of timing and pacing of the kick (1)</li> </ul>	1	2		3

Question	Mark Scheme	AO1	AO2	AO3	Total
1 (c) (i)	<p><b>Why is flexibility needed to perform the skill seen in the clip?</b></p> <p><b>Award:</b> 1 mark for showing an understanding of flexibility. 2 marks for linking flexibility to kicking.</p> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>The description should show knowledge of flexibility (range of motion around a joint) (1)</li> <li>Make the link to the need for flexibility for a long follow through to help with technique (1) and also reduce risk of injury (1)</li> </ul>	3			3
(ii)	<p><b>Describe how the performer`s flexibility could be improved.</b></p> <p><b>Award:</b> 1 mark for an appropriate method of training that could develop flexibility. 1 mark for the description.</p> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>The answer should identify an appropriate method of training such as PNF (1)</li> <li>Description of method identified to improve flexibility(1)</li> </ul>	2			2
(d)	<p><b>Discuss the use of guidance and feedback for performers in different stages of learning.</b></p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>Stages of learning – cognitive, associative, autonomous</li> <li>Verbal guidance - generally more appropriate for advanced performers (autonomous)</li> <li>Visual guidance - generally more appropriate for beginners (cognitive)</li> <li>Either type of guidance can be used for any stage of learning - amplification/justification needed</li> <li>Knowledge of results - more appropriate for cognitive while knowledge of performance is better for autonomous</li> <li>Either type of feedback can be used - amplification/justification needed</li> <li>There must be a clear link of the use of guidance and feedback to different stages of learning.</li> </ul>	2		6	8

Band	AO1	AO3
3		<p><b>5-6 marks</b></p> <p>Excellent discussion of the different uses of guidance and feedback for different stages of learning, clearly expressed in a well-structured response</p> <p>The discussion is detailed and focuses on key content</p> <p>The response is clearly expressed, and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling.</p> <p>The discussion makes a detailed justification for the use of guidance and feedback for different stages of learning</p>
2	<p><b>2 marks</b></p> <p>Demonstrates good knowledge of types of guidance and feedback and stages of learning</p>	<p><b>3-4 marks</b></p> <p>Good discussion of the different uses of guidance and feedback for different stages of learning, generally clearly expressed in a structured response</p> <p>The discussion focuses on key content</p> <p>The response is adequately expressed, and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.</p> <p>The discussion makes a justification for the use of guidance and feedback for different stages of learning</p>
1	<p><b>1 mark</b></p> <p>Demonstrates limited knowledge of feedback and guidance and stages of learning</p>	<p><b>1-2 marks</b></p> <p>Limited discussion of the different uses of guidance and feedback for different stages of learning, in a structured response but not always clearly expressed</p> <p>The discussion focuses on key content</p> <p>The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling.</p> <p>The discussion makes a justification for the use of guidance and feedback for different stages of learning</p>
0	<p><b>0 marks</b></p> <p>No knowledge of feedback and guidance is demonstrated Not answered</p>	<p><b>0 marks</b></p> <p>No analysis of feedback and guidance or links to stages of learning</p>

Question	Mark Scheme	AO1	AO2	AO3	Total									
2 (a) (i)	<p><b>At which point in the race is each of the systems mainly being used? Justify your answer.</b></p> <table border="1"> <thead> <tr> <th></th> <th>Where in the race</th> <th>Justification</th> </tr> </thead> <tbody> <tr> <td>ATP-PC</td> <td>Start (1)</td> <td>Explosive, short duration (1)</td> </tr> <tr> <td>Anaerobic</td> <td>Early to middle (1)</td> <td>high intensity after initial burst (1)</td> </tr> </tbody> </table> <p><b>Award:</b>            1 mark identifying where in the race each energy system is used            1 mark for justifying why it is used at these points in the race</p>		Where in the race	Justification	ATP-PC	Start (1)	Explosive, short duration (1)	Anaerobic	Early to middle (1)	high intensity after initial burst (1)	2	2		4
	Where in the race	Justification												
ATP-PC	Start (1)	Explosive, short duration (1)												
Anaerobic	Early to middle (1)	high intensity after initial burst (1)												
(ii)	<p><b>Explain why an understanding of the anaerobic threshold is important for 400m athletes.</b></p> <p><b>Award:</b>            1 mark for knowledge of the anaerobic threshold</p> <p>The point at which the aerobic and anaerobic training zone meet.</p> <p>3 marks for an explanation</p> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• 400 m is a high intensity activity which makes huge demands of the body and is largely anaerobic (1)</li> <li>• Anaerobic is inefficient so it is in an athlete's interest to want to train to stay in aerobic zone for as long as possible (1)</li> <li>• Through training close to the anaerobic threshold they can raise threshold (1)</li> <li>• stay in the efficient aerobic zone for longer (1)</li> </ul>	1	3		4									

Question	Mark Scheme	AO1	AO2	AO3	Total								
2 (a) (iii)	<p><b>One of the athletes is 16 years old. Complete the table below for this athlete.</b></p> <table border="1"> <thead> <tr> <th>Factor</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Maximum heart rate</td> <td>220-Age [16] OR 204 (1)</td> </tr> <tr> <td>Aerobic training zone</td> <td>60-80% max [204] OR 122-163 (1)</td> </tr> <tr> <td>Anaerobic training zone</td> <td>90% max [204] or 184 (1)</td> </tr> </tbody> </table> <p>3 x 1 marks – actual rate or percentages accepted</p>	Factor	Value	Maximum heart rate	220-Age [16] OR 204 (1)	Aerobic training zone	60-80% max [204] OR 122-163 (1)	Anaerobic training zone	90% max [204] or 184 (1)	3			3
Factor	Value												
Maximum heart rate	220-Age [16] OR 204 (1)												
Aerobic training zone	60-80% max [204] OR 122-163 (1)												
Anaerobic training zone	90% max [204] or 184 (1)												
(b)	<p><b>Describe and explain why the athletes would have warmed up</b></p> <p><b>Award:</b> 1 mark for identifying a reason and 1 for amplification</p> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>• Raise body temperature (1)</li> <li>• To reduce risk of injury (1)</li> <li>• Physical preparation (1)</li> <li>• Psychological preparation (1) to get into state of readiness for action (1)</li> </ul>	1	1		2								
(c)	<p><b>The multi-stage fitness test would be an appropriate fitness test that 400m runners could use to monitor their level of fitness. Give one reason why this is an appropriate test for a 400m runner.</b></p> <p><b>Award:</b> 2 marks for reasons</p> <ul style="list-style-type: none"> <li>• The 400m is an intense activity that is mainly anaerobic (1)</li> <li>• Although the MSFT is a test of aerobic fitness, because of the need for maximum effort it also tests anaerobic fitness so it is therefore appropriate as a test for a 400 runners (1)</li> </ul>		2		2								

Question	Mark Scheme	AO1	AO2	AO3	Total
2 (d) (i)	<p><b>Identify the lever at A</b></p> <p><b>Award:</b> 1 mark for 3<sup>rd</sup> Order</p>	1			1
(ii)	<p><b>Classify the synovial joint at B (hip)</b></p> <p><b>Award:</b> 1 mark for ball and socket</p>	1			1
(iii)	<p><b>Identify the type of muscle fibres that are being used with oxygen.</b></p> <p><b>Award:</b> 1 mark for slow twitch</p>	1			1



Question	Mark Scheme	AO1	AO2	AO3	Total
3 (a)	<p><b>Evaluate using examples, a coach's use of SMART targets as a strategy for improvement for individual members of a team.</b></p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Specific – individuals within the team have specific requirements/goals but it can lead to too much focus on goals</li> <li>• Measurable – to monitor progress, team selection but could limit creativity if there is too much measuring</li> <li>• Agreed – ownership of the target, something they want to do, intrinsic motivation</li> <li>• Realistic - so that the individuals can see improvement and therefore become more motivated</li> <li>• Time – to see the improvement, preparation for games, season but can increase pressure by always trying to meet deadlines.</li> <li>• Over use or inappropriate use of SMART can have a negative effect on motivation and make sport become too serious</li> <li>• Appropriate example to illustrate aspects of SMART</li> </ul>			6	6

<b>Band</b>	<b>AO3</b>
<b>3</b>	<p style="text-align: center;"><b>5-6 marks</b></p> <p>Excellent evaluation covering key issues  There is a well-reasoned discussion of the value of SMART targets as a strategy for improvement  All aspects of the SMART targets are evaluated and both positive and negative aspects are considered  Valid, well researched conclusions are drawn  Excellent use is made of examples</p>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <p>Good evaluation of the key issues  There is a discussion of the value of SMART targets through not always linked to improvement  An attempt is made to draw conclusions, some of which are valid  Not all aspects of the SMART targets are evaluated with mainly positive or negative aspects considered  An attempt is made to draw conclusions some of which are valid  Good use is made of examples</p>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <p>Limited evaluation of key issues  Little or no discussion with focus on positive or negative aspects of SMART  1 or 2 aspects of the SMART targets are superficially evaluated  Limited use is made of examples</p>
<b>0</b>	<p style="text-align: center;"><b>0 marks</b></p> <p>No evaluation  Not answered</p>

Question	Mark Scheme	AO1	AO2	AO3	Total
3 (b)	<p><b>Explain why carbohydrates would probably be the main energy source used during a training session for an activity such as netball.</b></p> <p>The explanation will need to link to intensity and duration of the training and applied to netball or similar sports such as hockey to access 4 marks.</p> <p>Maximum of 1 mark if the use of carbohydrates are not linked to intensity or duration of the training or to the activity.</p> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>• Carbohydrates as a fuel for muscular contractions, (1) particularly as the main fuel for moderate to high intensity (1)</li> <li>• Carbohydrates as the fuel for 1 min duration to 2 hours (1) Relationship to netball or similar high intensity, sport that include long duration and multiple sprints (1)</li> <li>• 60-80% aerobic fuels 80%+ anaerobic fuel (1)</li> <li>• Reasoning around fats being used below 60% or ATP-PC at high intensity therefore carbohydrates for this activity (1)</li> </ul>		4		4
(c)	<p><b>Identify four characteristics of a skilled performance.</b></p> <p><b>Award:</b> 4x1 marks</p> <p><b>Identification should include four of the following:</b></p> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Accuracy</li> <li>• Consistency</li> <li>• Effectiveness</li> <li>• Efficiency</li> <li>• Decision making</li> <li>• Technical</li> <li>• Tactical</li> </ul>	4			4

<p>3 (d)</p>	<p><b>Analyse how the physiological adaptations of the body from sustained and regular exercise could improve sporting performance.</b></p> <p><b>Indicative Content</b>            Identification of adaptation and its relationship with the type of exercise and improvement in performance.</p> <p><b>Aerobic adaptations</b>            Cardio vascular/respiratory adaptations:            capillarisation, blood pressure, heart rate, cardiac output, stroke volume, tidal volume, minute ventilation, breathing frequency.</p> <p><b>Anaerobic adaptations</b>            Muscular-skeletal:            Muscular – elasticity of muscles, hypertrophy/atrophy.            Skeletal – joints become mobilised, density of bones increases.</p> <p><b>Improvement in performance</b>            Improved energy systems therefore run faster, keep up with play, don't fatigue, stay focused, recover quicker.            Improvement should be linked to the adaptations e.g. increased elasticity can help increase length of stride and thereafter increase speed.</p>	<p>2</p>		<p>4</p>	<p>6</p>
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Band	AO1	AO3
	2 marks	4 marks
3	<b>No marks are available in Band 3 for AO1</b>	<p><b>4 marks</b></p> <p>Excellent, well-reasoned analysis of aerobic and/or anaerobic adaptations</p> <p>Explicit links between the exercise, adaptation and improvement in performance</p> <p>A minimum of two adaptations</p> <p>The answer is balanced and detailed and focuses on the key content</p>
2	<p><b>2 marks</b></p> <p>Good knowledge of physiological adaptations of the body to exercise</p>	<p><b>3 marks</b></p> <p>Good analysis of aerobic and/or anaerobic adaptations</p> <p>Clear links between the adaptation and exercise and/or improvement in performance</p> <p>A minimum of two adaptations</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 physiological adaptations of the body to exercise</p>	<p><b>1-2 marks</b></p> <p>Limited analysis of adaptations with few links to improvements in performance are made</p> <p>At least one adaptation is analysed with no reference to the type of activity but there is a link to improvement in performance</p>
0	<p><b>0 marks</b></p> <p>No knowledge of physiological adaptations of the body to exercise</p>	<p>Not attempted</p> <p>No analysis</p>

Question	Mark Scheme	AO1	AO2	AO3	Total
4 (a)	<p><b>Describe the impact of two technological developments that have been introduced to support officials in sport.</b></p> <p><b>Award:</b> 2x2 marks for a clear description of the two developments together with a description of how each has helped to support officials. Maximum of 2 marks for describing technological development.</p> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>• Goal line technology (1) reliable and valid decisions (1) TMO (1) - remove personality and passion from the situation (1) DRS-cricket (1) - has confirmed that umpires are correct most of the time and has therefore increased respect (1) Hawkeye-tennis (1) - increased objectivity of line calls (1)</li> </ul>	4			4
(b)	<p><b>Describe two positive motivational strategies a teacher could use to encourage children to improve their behaviour when participating in competitive sport.</b></p> <p><b>Award:</b> 2x2 marks for description of two appropriate motivational strategies</p> <p><b>Description</b></p> <p><b>Intrinsic motivational strategies:</b></p> <ul style="list-style-type: none"> <li>• Develop self-confidence (1) through praise and reinforcement (1)</li> <li>• Set goals (1) teacher support and show appropriate values (1) Respect (1) - teachers show respect and expect it in return (1)</li> <li>• Act as a positive role model (1)</li> </ul> <p><b>Extrinsic motivational strategies</b> Tangible Reward (1) – trophy, money, gift (1)</p>	4			4
(c)	<p><b>Explain how a high level of physical fitness could affect a sportsperson's performance.</b></p> <p><b>Award:</b> 4 marks for explaining the effects on performance Maximum of 2 marks for list type answers with no development</p> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• Enhanced work rate (1)</li> <li>• Execution of skills (1)</li> <li>• Maintenance of skill levels for longer (1)</li> <li>• Less prone to injury (1)</li> <li>• Increased self-esteem (1)</li> </ul>		4		4

Question	Mark Scheme	AO1	AO2	AO3	Total
4 (d)	<p><b>Discuss the impacts of increased commercialisation in sport on the behaviour of performers and spectators.</b></p> <p><b>Indicative content</b>            Gamesmanship/poor behaviour in sport includes:</p> <ul style="list-style-type: none"> <li>• Diving</li> <li>• Taking performance enhancing drugs</li> <li>• Arguing with the referee</li> <li>• Social network abuse</li> <li>• Chanting</li> <li>• Aggression at and around grounds</li> </ul> <p>Positive aspects of increased commercialisation includes:</p> <ul style="list-style-type: none"> <li>• Better product</li> <li>• Improved training facilities</li> <li>• Improved stadiums</li> <li>• Use of sport to raise awareness of issues e.g. racism in football</li> </ul> <p>The discussion should take into account factors that might contribute to this behaviour such as:</p> <ul style="list-style-type: none"> <li>• Prize money</li> <li>• Commercialisation</li> <li>• Globalisation</li> <li>• Pressures</li> <li>• Media coverage</li> <li>• Technology</li> <li>• Salaries</li> </ul>		4	6	10

Band	AO2	AO3
3	<p>No marks are awarded for AO2 in Band 3</p>	<p><b>5-6 marks</b></p> <p>Excellent discussion on the impacts of increased commercialisation in sport, clearly expressed in a well-structured response</p> <p>The discussion focuses on the behaviour of both performers and spectators, using a wide range of specialist terms as appropriate</p> <p>The discussion is balanced and tends to look at positive and negative aspects of increased commercialism</p> <p>The response is clearly expressed, and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling.</p>
2	<p><b>3-4 marks</b></p> <p>Good application of commercialisation in sport to behaviour</p> <p>There is application to both performers and spectators but may favour one or the other</p>	<p><b>3-4 marks</b></p> <p>Good discussion on the impacts of increased commercialisation in sport, generally clearly exposed in a structured response</p> <p>The discussion focuses on the behaviour of both performers and spectators but tends to favour one or the other, using a good range of specialist terms as appropriate</p> <p>The discussion is balanced though tends to focus on either positive or negative aspects of increased commercialism</p> <p>The response is adequately expressed, and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.</p>
1	<p><b>1-2 marks</b></p> <p>Limited application of commercialisation in sport to behaviour</p> <p>The application is to either performers or spectators</p>	<p><b>1-2 marks</b></p> <p>Limited discussion on the impacts of increased commercialisation in sport, in a structured response but not always clearly expressed</p> <p>The discussion focuses on the behaviour of either performers and spectators and arguments are not developed, using a limited range of specialist terms as appropriate</p> <p>The discussion focuses on either positive or negative aspects of increased commercialism</p> <p>The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling.</p>
0	<p>Not attempted Not relevant</p>	<p><b>0 marks</b></p> <p>Not attempted Not relevant</p>



Question	Mark Scheme	AO1	AO2	AO3	Total
5 (a) (i)	<p><b>Give two possible reasons for the high levels of obesity in Wales.</b></p> <p><b>Award:</b> 2x2 marks for an explanation of at least two relevant points.</p> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• Reduction of PE/sport in schools (1)</li> <li>• Inactivity – not allowed out to play which has short term and long term consequences (1)</li> <li>• Gaming/Internet activity encouraged children to remain indoors (1)</li> <li>• Fast food - availability and low cost (1) poor nutritional content (1)</li> <li>• Societal - parents working longer hours</li> <li>• Any other relevant reason</li> </ul>		4		4
(ii)	<p><b>Name and describe three risks associated with obesity in childhood</b></p> <p><b>Award:</b> 3x1 marks for description of three risks</p> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>• Hypertension plus description (1)</li> <li>• Obesity plus description (1)</li> <li>• Arthrosclerosis plus description (1)</li> <li>• Self Esteem plus description (1)</li> <li>• Body Image plus description (1)</li> </ul>	3			3
(iii)	<p><b>Explain two measures the Welsh Government could take to reduce childhood obesity in Wales</b></p> <p><b>Award:</b> 2x2 marks, 1 mark for a measure and 1 mark for the explanation Maximum 2 marks for just measures</p> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• More PE time (1) - more activity would help reduce obesity (1)</li> <li>• Better facilities (1) - would encourage high participation values (1)</li> <li>• Nutrition (1) - improve school meals (1)</li> <li>• Education (1) – knowledge of why obesity is harmful for future health (1)</li> <li>• Current strategies by Welsh Government or Sport Wales e.g. 'Change for Life'</li> <li>• Accept any appropriate measures, with explanation</li> </ul>		4		4

5 (b)	<p><b>Describe the difference between health and fitness.</b></p> <p><b>Award:</b> Maximum of 2 marks for mention of only one aspect.</p> <ul style="list-style-type: none"> <li>• Health - mental, physical and social well-being (1) - free from illness/injury (1)</li> <li>• Fitness - meet the demands of the environment (1) - physical readiness for the activity (1)</li> </ul>	4			4
(c)	<p><b>Evaluate why these changes occurred during the 12 week training programme.</b></p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Principles of training: application of specificity, overload, frequency, intensity and duration</li> <li>• Method of training</li> <li>• Diet/nutrition</li> <li>• Adherence and motivation</li> <li>• Physiological change: systemic and circulatory systems, long term adaptations</li> <li>• Understanding MSFT</li> </ul>			6	6

<b>Band</b>	<b>AO3</b>
<b>3</b>	<p style="text-align: center;"><b>5-6 marks</b></p> <p>Excellent evaluation of all the data and valid conclusions are drawn about the success of the programme</p> <p>At least 2 factors are evaluated in detail</p> <p>The answer is balanced and detailed and focuses on the key content</p> <p>The response is clearly expressed, and shows accurate use of technical terminology. Writing is very well structured using accurate grammar, punctuation and spelling.</p>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <p>Good evaluation of the data with valid conclusions drawn about the success of the programme</p> <p>At least 2 factors are evaluated</p> <p>The answer focuses on key content</p> <p>The response is adequately expressed, and shows appropriate use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.</p>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <p>Limited evaluation with a tendency to describe the results</p> <p>Few or no conclusions are drawn</p> <p>At least one factor is evaluated</p> <p>Little key content mentioned</p> <p>The response shows basic use of technical terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling.</p>
<b>0</b>	<p style="text-align: center;"><b>0 marks</b></p> <p>Not attempted Not relevant</p>

### Unit 1 assessment objectives mark allocations

	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>	<b>TOTAL</b>	<b>OVERALL WEIGHTING</b>
<b>AO1</b>	9	10	6	8	7	40	20%
<b>AO2</b>	2	8	4	8	8	30	15%
<b>AO3</b>	8	0	10	6	6	30	15%
<b>Total</b>	<b>19</b>	<b>18</b>	<b>20</b>	<b>22</b>	<b>21</b>	<b>100</b>	<b>50%</b>