

GCSE

# Physical Education

48903: Knowledge and Understanding for the Active Participant  
(Full Course and Double Award)

Mark scheme

---

(4890)  
June 2015

---

Version 1.0: Final

---

---

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Marking methods

In fairness to students, all examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about which mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. **Always** credit **accurate, relevant and appropriate** answers.
4. Do **not** credit material irrelevant to the question / stated target, however impressive it might be.
5. If a one word answer is required yet a list is given, take the first answer (unless it is crossed out).
6. If you are considering whether or not to award a mark, ask yourself 'Is this student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about levels of response mark schemes.
8. Use the full range of marks. Don't hesitate to give full marks when the answer merits them or give no marks where there is nothing creditable.
9. No half marks or bonus marks can be given under any circumstances or BODs.
10. The key to good and fair marking is **consistency**. Once approved, do **not** change your standard of marking.

## Marking using CMI+

All GCSE Physical Education papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper being posted to examiners, student responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part-question. Each time you log on you will need to choose an item to mark.
2. Before you start marking your own items you will need to mark some pre-marked items known as seeds. These ensure you are still applying the same standard set at standardisation. If you are not, you will need to speak to your Team Leader before you can continue marking in order to clarify the correct interpretation and application of the mark scheme.
3. You can annotate items in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will tell you which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response (except those for the continuous prose questions), you enter ticks which will automatically total to award a mark in the box at the bottom of the screen. For the continuous prose questions you will enter the mark you are going to award directly into the box at the bottom of the screen. If you realise you have made a mistake you can go back one clip to change the mark.
5. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
6. If your marking of a particular item is out of line, your Team Leader will contact you as soon as possible to explain where differences are occurring and how this can be addressed.

## Levels of Response marking

Levels of response marking requires a different approach than traditional ‘point for point’ marking. It is essential the **whole response is read** before being allocated the level and mark it **best fits**.

Marking should be positive, rewarding achievement rather than penalising for failure or omissions. If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should not be confused with **genuine physical education skills**. A short answer which shows a high level of conceptual ability, for example, must be credited at the level it best fits.

Levels are tied to the quality and number of responses. Examiners should use the grid to select the level that **best** describes a student’s work. The award of marks must be directly related to the marking criteria.

## Assessment of Quality of Written Communication (QWC)

Where students are required to produce extended written material in English, they will be assessed on the quality of written communication.

Students will have to:

- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

QWC is assessed in Section B of the question papers in the level marked answers only.

In level marked answers, the quality of the response is assessed and a mark awarded based on the content. As is sometimes the case, the content may be sound at a particular level but the examiner may not feel that there is quite enough content to raise the mark **within** that level. In this case the examiner should consider the QWC of the answer.

QWC that fulfils the criteria for the level mark awarded should lead to a one mark increase, but where QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. QWC **cannot** be used to raise a student’s mark into the next level.

In cases where QWC has been used in the award of marks, the examiner should indicate this in a comment box to say ‘QWC raised one mark’.

**Section A – Part 1 Multiple Choice**

Award **one** mark for each correct answer.

**1** All of the following are net/wall games **except**:

**[1 mark]**

Rugby

**2** Which **one** of the following activities would be **most** suitable for an ectomorph body type?

**[1 mark]**

Basketball

**3** Which **one** of the following is the **most** important component of fitness when dribbling a ball around a defender in hockey?

**[1 mark]**

Agility

**4** To train anaerobically, an athlete would need to work...

**[1 mark]**

more than 80% of their maximum heart rate.

**5** Which **one** of the following principles of training is **most** likely to occur if an athlete stops training?

**[1 mark]**

Reversibility

**6** All of the following are examples of etiquette in football **except**:

**[1 mark]**

Kicking the ball away when a free kick has been awarded against you

**7** Sport England is: **[1 mark]**

A government agency that provides funding and facilities

**8** Lactic acid production occurs when an athlete's body is: **[1 mark]**

Working anaerobically

**9** All of the following are environmental factors that affect physical activity **except**: **[1 mark]**

Physique

**10** Which **one** of the following physical activities would be **least** suitable for a 65 year old? **[1 mark]**

Trampolining

**Section A – Part 2 Short answer questions**

**11 (a)** Name **one** career in sport or physical recreation.

**[1 mark]**

Award **one** mark for naming one career in sport or physical recreation.

- PE or dance teacher
- Coach or manager
- Official
- (Sports) physiotherapist
- Sports or events management
- Professional sportsperson/professional dancer
- Sports Scientist
- Personal Trainer
- Dietician or nutritionist
- Sports journalist or sports commentator

Accept any other suitable response.

**11 (b)** Explain how studying GCSE Physical Education may be of benefit to a student who is choosing to follow the career named in **11 (a)**.

**[2 marks]**

Award **two** marks for explaining how studying GCSE Physical Education may be of benefit to a student who is choosing to follow the career named in 11(a).

- PE teacher – GCSE PE covers a wide variety of activities or roles/ needed to be able to teach National Curriculum.
- Coach – opportunity to develop coaching skills as a role in GCSE PE/ in depth knowledge in a particular sport.
- Official – opportunity to develop officiating skills as a role in GCSE PE/ in depth knowledge of rules in a particular sport.
- Sports physiotherapist – GCSE PE theory work covers understanding of skeletal and muscular systems/ applicable to the treatment or prevention of injuries
- Sports management – organisational skills developed as a role in GCSE PE/ to ensure the efficient or effective running of a sports event
- Professional sportsperson – GCSE PE provides opportunities to develop skills and fitness through performing practically/ supports personal development.
- Sports scientist –GCSE PE theory knowledge about the body/and the impact it has on performance
- Personal trainer – GCSE PE theory knowledge about the body /planning or designing training programmes

Accept any other suitable response.

**12** Healthy eating is essential for a balanced diet.

Identify **five** ways in which schools can encourage healthy eating amongst their students.

**[5 marks]**

Award **one** mark for identifying each way in which schools can encourage healthy eating amongst their students.

- Introduce a whole school food policy.
- Provide parents with information on healthy packed lunches.
- Work with caterers to serve a healthy menu.
- Ban the sale of unhealthy foods or drinks on school site.
- Have a school ethos on healthy eating.
- Promote campaigns eg 5-a-day.
- Promote healthy eating through cookery or gardening clubs or PSHE or Citizenship.
- Display food menu which promotes healthy foods.
- Traffic light system to classify meals as red, amber or green.
- Rewards or incentives to eat healthy options.

Accept any other suitable response that encourages healthy eating.

**13** People are individuals with different needs.

**13 (a)** Explain how culture may affect an individual's participation in physical activity.

**[2 marks]**

Award **two** marks for explaining how culture may affect an individual's participation in physical activity.

- Some religions do not allow women to wear certain items of sports kit/ this may prevent participation in certain physical activities e.g. swimming.
- Some religions have single sex participation rules for women/ this may prevent participation where men are present.
- Some countries see a woman's role as in the home/ this may limit their leisure time.
- Some religions fast (have reduced food intake)/ this may reduce energy supplies which may limit participation.
- The traditions of a particular country or region or religion /may increase participation in physical activity or sport e.g. cricket in India or curling in Scotland
- Religious beliefs/may prevent participation on a Sunday

Accept any other suitable response.



**13 (b)** Describe **two** ways that would allow individuals with physical disabilities to participate in physical activity.

**[4 marks]**

Award up to **two** marks for describing each way that would allow individuals with physical disabilities to participate in physical activity (2x2).

- Wider doors or doors fitted with ramps/ allow wheelchair access.
- Lifts provided/ allow access to upper or lower floors.
- Adapted rules/ for example wheelchair basketball where the travel rule is different.
- Adapted equipment/ for example balls with bells in, for blind football.
- Specialist coaches/ have the knowledge of disability activities.
- Disability classifications or specific competitions or clubs / allow individuals to participate against others with similar disabilities.
- Specialised transport/vehicles are fitted with wheelchair clamps or have wide doors for access, so they can get to the venue.
- Disabled parking space/nearest to the facility improves access.
- Hoists or lifts/enable the disabled to get into the swimming pool.

Accept any other suitable response.

**14**

Physical Education and Science are subjects in the National Curriculum.

State **two** other national curriculum subjects **and** explain how each can contribute in a positive way to GCSE Physical Education.

**[4 marks]**

Award **one** mark for each national curriculum subject stated and **one** further mark for explaining how each subject can contribute in a positive way to GCSE Physical Education (2x2).

- English or other languages/ speaking and listening are important when working with other performers and coaches and following or issuing instructions encourages good communication/ good written English is important for exam answers.
- Mathematics/ practical skills such as measuring and timing in athletics or keeping score in cricket to ensure accuracy of results.
- Food Technology/ information on diet and nutrition essential for sports performers to ensure improved performance.
- Music/ links with dance being able to count to the beat of the music to perform routines effectively.
- Geography/ links with outdoor activities that take place in environment, e.g. sailing knowing about wind and tides or map work with orienteering.
- PSHE or Citizenship/ themes such as trust, responsibility or inclusion linked to fair play or teamwork.
- ICT/ to provide information or help with revision which may help with theory or performance in exams
- History/gives students knowledge of the history of international sports events which could be used as examples on a GCSE PE theory paper
- RE/gives students knowledge of other cultures that could be used as examples on a GCSE PE theory paper

**NB** Do not credit PE or Science as they are in the question

**NB** Credit responses that relate to either the 2008 or the 2014 National Curriculum.

**15**

Rio de Janeiro in Brazil will host the Olympic Games and the Paralympic Games in 2016.

State and describe **two** ways in which the hosting of these Games could be an advantage to the performance of competitors from Brazil.

**[4 marks]**

Award **one** mark for each way stated and **one** further mark for the description of how the hosting of these Games could be an advantage to the performance of competitors from Brazil (2x2).

- New venues or facilities/ allow competitors to train more regularly or to a higher standard.
- Used to the equipment/opportunities for familiarisation before the event allows them to perform to a higher standard
- Home support/ motivate competitors.
- Familiarity with sporting venues/ provides competitors with more confidence.
- National pride/ encourage competitors to train harder or compete with greater intensity.
- Used to the climate or to the weather/their body does not have to adapt as could be the case with athletes from some other countries

Accept any other suitable response.

**16** Describe **two** ways in which the director of a televised sports event could influence how sport will be seen by viewers.

**[4 marks]**

Award up to **two** marks for describing each way in which the director of a televised sports event could influence how sport will be seen by viewers (2x2).

The director:

- Selects highlights to be shown/ to make the game seem more exciting.
- Selects sports to be shown / from a range of options as in a multi-sport event like the Olympic Games
- can be a very positive influence as all of the action can be shown/ from fair and unbiased angles
- can also influence the commentators or summarisers, to be fair in their commentary/ which shows a balanced content of the game
- can decide not to show disruptive aspects such as streakers on the pitch/ so that this sort of behaviour is not encouraged
- can have a negative influence as they may choose to show certain parts of the action or edit shows or programmes/ which can give a false impression of the actual events
- can choose to focus on poor attitudes or even poor behaviour by fans/ to sensationalise certain aspects and give a sport or an individual a bad name
- can have a positive influence by using effects such as action replays or different camera angles or microphones by the pitch or ref link/ which shows good play or decision making.
- Decides who to interview/to get further insight into the game, or event, or competition

**NB** Do not credit direct opposites

Accept any other suitable response.

<b>17</b>	<p>State and describe <b>two</b> programmes that the Youth Sport Trust promotes in order to engage young people in physical education and school sport.</p> <p style="text-align: right;"><b>[4 marks]</b></p>
-----------	--

Award **one** mark for each stated YST programme and **one** further mark for the description of that programme (2x2).

- **Active Crew by Virgin Active**/brings gym experience into school and motivate active 9-11 year olds.
- **Active Kids for All Inclusive PE**/ aims to support high quality delivery of PE and in doing so inspire and encourage the next generation of young disabled people in the UK to lead a full and active lifestyle through sport.
- **Bikeability**/ gives young people the confidence and skills to cycle, especially on roads.
- **(Bupa) Start to Move**/ gives children the movement skills, enthusiasm and confidence to begin lifelong participation in physical activity and sport.
- **Change4Life Sports Clubs**/ introducing and retaining less-active young people in innovative school sport clubs.
- **Fit for Girls**/ increasing PE, physical activity and sport opportunities for girls and young women.
- **Hub Schools**/working with a number of governing bodies to develop Watersport, Cycling and Wheelchair Sport Hub Schools
- **International**/promoting and developing sports participation and leadership in over 30 countries
- **Junior Club Champions**/use their inspiration, ambition and energy to encourage young people to make the transition from school to community sport
- **Lead 2014**/ a youth volunteering and leadership programme delivered by the YST in a partnership with sportscotland and the Glasgow 2014 Commonwealth Games
- **Lead your generation: An inclusive future**/ a leadership and volunteering initiative for young people, with special emphasis on inclusion.
- **Learning Leaders**/ developing student leadership skills through Key Stage 3 PE.
- **PE Change Teams**/ is a group of students and staff working together, using the Olympic and Paralympic values to improve the PE experience for all young people in their school.
- **Premier League 4 Sport**/ introduces young people aged 11-16 to 8 Olympic sports on schools sites and in community clubs.
- **Primary Spaces**/ to improve primary school PE, sport and activity facilities.
- **Project Ability**/ extend the provision, of physical activity for disabled pupils.
- **(Sainsbury)School Games**/ local and national competition structure to encourage lifelong participation in sport and a framework for schools competition.
- **School Sport Clubs**/ support young people aged 7-14 years old in their move from school sport into community sport, by providing the opportunity for them to participate in club sport on school sites.
- **Skills2Play**/ builds and develops children's' movement foundation through activities that focus on fundamental movements.
- **Sky Sports Living for Sport**/ uses sport stars and sport skills to improve young people's lives.
- **Sporting Promise Top Sport**/ KS2 PE resource for teachers which develops young people's physical and social skills, confidence and their understanding of their health and well-being.

- **Sporting Promise yoUR Activity/** promotes the alternative sports offer in secondary schools to school pupils, namely those in Key Stage 4, who are currently not attracted to the mainstream/traditional sports.
- **Swipe stats/**provides young people with a tool to capture live tracking data about actions and events in sport.
- **Team leaders/**motivated and enthusiastic university students who have a passion for sport and working with young people.
- **TOP Sportsability/** utilised by schools to help encourage young disabled people into physical education and school sport, and support their first step into School Games activity.
- **Volunteering in school sport/**organising and delivering school and community sport.
- **YA Peer Leaders/**training for 2000 peer leaders from 200 schools to develop their leadership skills and understanding of the motivation of peers
- **Young Ambassadors Programme/** increase participation and healthy lifestyles in their school by advocating PE and school sport
- **Young Coach Academies/**to create a clearer pathway between the development of young coaches in school to the community setting

**NB** Accept historical projects e.g .Playground to Podium (P2P) or Step into Sport.

**NB** Do not credit 'to engage young people in sport' as an explanation, as this is in the question.

**NB** If the programme is named correctly but the sponsor's name is incorrect, this can still be credited.

Accept any other suitable response.

**Section B**

**Questions based on the preliminary material**

**18 (a)** State and describe **one** way in which Ben's shy personality could have a negative effect on his performance in gymnastics.

**[2 marks]**

Award **one** mark for stating and **one** further mark for the description of a way in which Ben's shy personality could have a negative effect on his performance in gymnastics.

- Doesn't like mixing with others/ may avoid training camps so limiting improvements.
- Lower level of confidence/ not willing to attempt difficult moves in competitions.
- Performing in front of others or being nervous / may result in mistakes.
- Reluctant to ask for help/may hinder progress or ability.

Accept any other suitable response

**NB** Do not credit shy or anxious.

**18 (b)** Explain how anxiety may affect Ben's performance when he is competing in a major competition.

**[4 marks]**

Award up to **four** marks for explaining how anxiety may affect Ben's performance when he is competing in a major competition.

- Increased arousal / helping to focus on the task.
- Releasing adrenaline/ to prepare the body for performance.
- Butterflies or feeling sick/ and may make mistakes.
- Sweaty palms/may lose grip.
- Shaking/may cause Ben to lose balance.
- Panic attacks/may forget routine.
- Muscles may tighten up/ reduce strength or speed or flexibility.
- Over aroused, or stressed, or too nervous or scared/ cannot perform difficult moves.
- Loss of concentration/ may get injured.
- Too worried or too nervous or scared/may stop competing.

**NB** Do not credit just a definition of anxiety.

**NB** Do not credit just increased/decreased or positive/negative effect on performance.

**NB** Do not credit direct opposites.

Accept any other suitable response

**18 (c)** Ben organises sports sessions and competitions in a local primary school.

State and explain **three** qualities that Ben would need to develop in order to be an effective organiser.

**[6 marks]**

Award **one** mark for stating a quality that Ben would need to develop in order to be an effective organiser and **one** further mark for an explanation of this quality (3x2).

- Planning or organisational skills/ equipment and resources set up and available.
- Observation skills/ to identify if any problems are occurring.
- Communication skills/ to make himself understood by all players or officials or coaches.
- Patience/ in order to ensure that skills are acquired and developed appropriately.
- Empathy or kindness/ to understand the needs of the competitors.
- Enthusiastic or motivated or supportive/ to encourage children to do well or take part.
- Confidence/ so that he can run an event effectively without being intimidated.
- Good listener/ in order to respond to the needs of the competitors.
- Reliable/ so the event takes place.
- Knowledgeable (eg rules)/ getting his officials to apply these consistently
- Leadership / to manage officials, volunteers or participants to ensure event runs smoothly
- Friendly or approachable/ to maintain a positive atmosphere
- Decisive/thinking and reacting quickly.
- Punctual/to ensure that the event starts on time or participants are not kept waiting.

**NB** If no quality is stated the description cannot be credited



<b>18 (d)</b>	<p>Explain how developing the different types of strength may improve Ben's performance in gymnastics.</p> <p><b>(Answer in continuous prose)</b></p>	<b>[8 marks]</b>
---------------	---	------------------

### Marking instructions

Read the **whole response** and use the following grid to select the level that **best** describes the student's work. If you feel that there is not quite enough content to raise the mark awarded **within** the level, you should consider a mark for QWC.

<b>Level 3</b>	<p><b>Detailed and accurate</b></p> <p>Demonstrates detailed knowledge and a thorough understanding of the different types of strength and how <i>developing these may</i> improve Ben's performance in gymnastics.</p> <p>Answers should include <b>three</b> explanations, <b>two</b> of which must be detailed.</p> <p><b>NB</b> Two detailed explanations (maximum 6 marks).</p> <p>Students spell, punctuate and use the rules of grammar accurately and use a wide range of specialist terms precisely.</p>	<b>6-8 marks</b>
<b>Level 2</b>	<p><b>Sound and generally accurate</b></p> <p>Demonstrates sound knowledge and understanding of the different types of strength and how <i>developing these may</i> improve Ben's performance in gymnastics.</p> <p>Answers should include <b>two</b> sound explanations.</p> <p><b>NB</b> One detailed explanation (maximum 3 marks).</p> <p>Students spell, punctuate and use the rules of grammar with reasonable accuracy and use a range of specialist terms appropriately.</p>	<b>3-5 marks</b>
<b>Level 1</b>	<p><b>Basic</b></p> <p>Demonstrates basic knowledge and understanding of the different types of strength and how <i>developing these may</i> improve Ben's performance in gymnastics.</p> <p><b>NB</b> A list of the types of strength with no explanation (maximum 1 mark).</p> <p>Students spell, punctuate and use the rules of grammar with some accuracy and use a limited number of specialist terms.</p>	<b>1-2 marks</b>
	No creditworthy material.	<b>0 marks</b>

## Assessment of Quality of Written Communication (QWC)

QWC is part of the award of marks in level marked answers only.

In level marked answers, the quality of the response is assessed and a mark awarded based on the content. As is sometimes the case, the content may be sound at a particular level but the examiner may not feel that there is quite enough content to raise the mark **within** that level. In this case the examiner should consider the QWC of the answer.

QWC that fulfils the criteria for the level mark awarded should lead to a one mark increase, but where QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. QWC **cannot** be used to raise a student's mark into the next level.

In cases where QWC has been used in the award of marks, the examiner should indicate this in a comment box to say 'QWC raised one mark'.

## Indicative Content

Ben's performance in gymnastics may be improved by developing:

- Static strength – strength applied to an immovable object or holding the body in a stable position;
  - eg holding a handstand;
  - Ben could hold a handstand for a longer period of time and would be in a more stable balanced position which would lead to an increase in style mark;
  - training would include a low number of repetitions of heavy weights carried out in a smooth, slow action or holding the heavy weights still.
- Explosive strength or power – strength used in one short, sharp, burst or movement;
  - eg taking off on a vault;
  - Ben could get more height which would allow more rotation and therefore a greater difficulty which would attract higher marks;
  - training would include a low number of repetitions of heavy weights carried out in an explosive action.
- Dynamic strength or muscular endurance – strength needed to support body weight over a prolonged period of time or apply force against some type of object;
  - eg performing a routine on the pommel horse or rings;
  - Ben could perform the routine in a more stable and balanced manner and maintain style for the whole routine leading to higher marks;
  - training would involve light weights with a higher number of repetitions and sets.

**19 (a)** Describe **one** way in which Ben’s friends may affect his participation in gymnastics in the future.

**[2 marks]**

Award **two** marks for describing **one** way that Ben’s friends may affect his participation in gymnastics in the future.

- As they are not interested/ they may encourage him not to train as much or take part in competitions.
- Verbally pressure Ben/ resulting in him giving up gymnastics
- Praise him so confidence rises/ resulting in wanting to participate more

**NB** Do not credit ‘Ben’s friends are not involved’ or ‘do not take part’ as that is stated in the scenario.

Accept any other suitable response.

**19 (b)** Ben is regarded as an amateur gymnast.

What is meant by an ‘amateur’?

**[4 marks]**

Award **four** marks for stating what is meant by an amateur.

An amateur is someone who takes part in an activity as a hobby/ rather than for financial gain/ not their main job or they are at school/ take part for fun or enjoyment/ (could be) at a lower standard.

**19 (c)** Ben’s role model is Louis Smith.

**19 (c) (i)** What is meant by a ‘role model’?

**[2 marks]**

Award **two** marks for stating what is meant by a role model.

A role model is somebody who other people aspire, or to be motivated or inspired to be like/ who they look up to or idolise/ who set an example for others to follow.

**NB** Do not credit ‘emulate’, as this is stated in the scenario.

<b>19 (c) (ii)</b>	Explain how Louis Smith could have had an effect on Ben's level of participation or performance in gymnastics.	<b>[4 marks]</b>
--------------------	--	------------------

Award **four** marks explaining how Louis Smith could have had an effect on Ben's level of participation and/or performance in gymnastics.

Participation

- By watching Louis perform/ Ben is more motivated or inspired/ to train more / or compete in more competitions

Performance

- Louis's success/ may have encouraged Ben to train harder/ to achieve a similar standard/ because he enjoyed watching his performance/ Ben may have copied his technique.

Accept any other suitable response.

**NB** Do not credit increased/decreased or positive/negative effect on participation or performance (how not what)

**NB** Do not credit watching performance more than once.

**NB** Do not credit 'take up the sport' as, according to the scenario, Ben has been participating for 10 years.

<b>19 (d)</b>	<p>Using examples, explain how technological developments could help Ben to improve his performance in gymnastics.</p> <p><b>(Answer in continuous prose)</b></p>	<b>[8 marks]</b>
---------------	---	------------------

**Marking instructions**

Read the **whole response** and use the following grid to select the level that **best** describes the student's work. If you feel that there is not quite enough content to raise the mark awarded **within** the level, you should consider a mark for QWC.

<b>Level 3</b>	<p><b>Detailed and accurate</b></p> <p>Demonstrates, using examples, detailed knowledge and a thorough understanding of how technological developments could help Ben to improve his performance in gymnastics.</p> <p>Answers should include <b>three</b> explanations, <b>two</b> of which must be detailed.</p> <p><b>NB</b> Two detailed explanations (maximum 6 marks).</p> <p>Students spell, punctuate and use the rules of grammar accurately and use a wide range of specialist terms precisely.</p>	<b>6-8 marks</b>
<b>Level 2</b>	<p><b>Sound and generally accurate</b></p> <p>Demonstrates, using examples, sound knowledge and understanding of how technological developments could help Ben to improve his performance in gymnastics.</p> <p>Answers should include <b>two</b> sound explanations.</p> <p><b>NB</b> One detailed explanation (maximum 3 marks).</p> <p>Students spell, punctuate and use the rules of grammar with reasonable accuracy and use a range of specialist terms appropriately.</p>	<b>3-5 marks</b>
<b>Level 1</b>	<p><b>Basic</b></p> <p>Demonstrates, using examples, basic knowledge and understanding of how technological developments could help Ben to improve his performance in gymnastics.</p> <p><b>NB</b> A list of technological developments with no explanation (maximum 1 mark).</p> <p>Students spell, punctuate and use the rules of grammar with some accuracy and use a limited number of specialist terms.</p>	<b>1-2 marks</b>
	No creditworthy material.	<b>0 marks</b>

## Assessment of Quality of Written Communication (QWC)

QWC is part of the award of marks in level marked answers only.

In level marked answers, the quality of the response is assessed and a mark awarded based on the content. As is sometimes the case, the content may be sound at a particular level but the examiner may not feel that there is quite enough content to raise the mark **within** that level. In this case the examiner should consider the QWC of the answer.

QWC that fulfils the criteria for the level mark awarded should lead to a one mark increase, but where QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. QWC **cannot** be used to raise a student's mark into the next level.

In cases where QWC has been used in the award of marks, the examiner should indicate this in a comment box to say 'QWC raised one mark'.

## Indicative Content

### Facilities

- Sprung floors allow Ben's routines to become more difficult due to the extra height that can be gained.
- Facilities for training have developed to include improved foam landing areas enabling Ben to practise more difficult moves.

### Equipment

- Improved quality of equipment (eg springboards) allows Ben's performance to increase due to more difficult moves to be performed.
- Development of a vaulting platform with a greater surface area allows more complex moves to be performed.

### ICT/Video Analysis

- Digital cameras and videos to obtain feedback from a performance so this can be monitored and reviewed so performance can be modified.
- By cataloguing performance overtime on a computer Ben can be shown how his performances have improved.
- By videoing performance this can be sent to Ben so he can visualise and mentally rehearse routines to facilitate performance.
- Computer software (Dartfish or Kandle) that can be used to analyse Ben's performance to identify weaknesses that can then be worked on.
- Sound recording played to simulate crowd when Ben is training, to replicate atmosphere or add to stress levels.
- Fitness monitoring equipment can monitor Ben's pulse rates, energy expenditure resulting in improved performance through detailed monitoring of training and competition.
- Use of the internet to display Ben's recorded performances which can be commented on by others which could lead to improvements.
- Advanced communication technology has improved knowledge of coaching and training methods, which could raise Ben's performance levels.

### Clothing

- The introduction of new materials has allowed tight fitting clothing to be developed. This allows a greater range of movement and therefore the opportunity for Ben to gain higher marks.

### Assessment Objectives (AO) Grid

Question Number	Assessment Objectives		Marks
	AO1	AO3	
1	1		1
2	1		1
3	1		1
4	1		1
5	1		1
6	1		1
7	1		1
8	1		1
9	1		1
10	1		1
11(a)	1		1
11(b)	2		2
12	5		5
13(a)	2		2
13(b)	4		4
14	2	2	4
15	2	2	4
16	4		4
17	4		4
18(a)	1	1	2
18(b)		4	4
18(c)	3	3	6
18(d)	3	5	8
19(a)	2		2
19(b)	4		4
19(c)(i)	2		2
19(c)(ii)		4	4
19(d)	3	5	8
<b>Total marks</b>	<b>54</b>	<b>26</b>	<b>80</b>
<b>% weightings</b>	<b>67.5</b>	<b>32.5</b>	<b>100</b>