



*Rewarding Learning*

**General Certificate of Secondary Education  
2022**

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## **Physical Education**

Paper 2

Developing Performance

**[G9772]**

**FRIDAY 10 JUNE, AFTERNOON**

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# **MARK SCHEME**

## **General Marking Instructions**

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for Physical Education which are assessed in examination paper 1 and paper 2.

Candidates must:

- AO1** be able to recall knowledge and demonstrate understanding of the concepts, facts, terminology, principles and methods relating to the subject content;
- AO2** be able to apply effectively the concepts, facts, terminology, principles and methods relating to the subject content;
- AO3** be able to analyse, interpret and evaluate information and data relating to the subject content.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### ***Marking Calculations***

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error.

### ***Types of mark schemes***

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### ***Levels of response***

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

**Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.

**Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

**High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is good.

Level 3: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 (Good):** The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 (Excellent):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

### **COVID-19 Context**

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

1 Physical fitness is the ability to perform physical tasks **efficiently** and **effectively**.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for an understanding that physical fitness is the ability to perform physical tasks efficiently and effectively. [1]

2 *Example answers:*

An athlete could be physically fit to win a gold medal in the marathon because this event requires aerobic energy production/muscular endurance, but be unfit to win a gold medal in the 100 m because this event requires anaerobic energy production/muscular power.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for an example that clearly shows that the candidate understands that physical fitness is a relative concept in terms of different types of sports/events.

Award **[1]** for an example that clearly shows that the candidate understands that physical fitness is a relative concept in terms of relative importance of components of fitness.

(2 × [1]) [2]

3 (a) Component of fitness is **flexibility**.

*Example answers:*

- Flexibility is important in the high jump to allow the athlete to arch their back to wrap themselves around the bar/to perform the Fosbury flop easier.
- Increased flexibility in the gluteals and hamstrings is important in the 100m sprint during the knee lift and help to produce a longer stride; flexibility in the quadriceps is essential for maximising the recovery of the leg during the swing phase; increased flexibility can decrease energy expenditure/resistance during the sprinting action.
- Flexibility is important in the javelin to get a longer pull to increase the force of the javelin leaving the hand.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying the correct component of fitness.

Award **[1]** for a clear and competent understanding of the importance of the component of fitness to allow an athlete to perform.

(2 × [1]) [2]

(b) Component of fitness is **muscular endurance**.

*Example answers:*

- Muscular endurance is important in the 5000m race as you need to sustain performance for the duration of the race.
- Muscular endurance is important in the 3000m steeplechase to maintain pace after hurdling.
- Muscular endurance is required for the decathlon/heptathlon to sustain performance across the range of events.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying the correct component of fitness.

Award **[1]** for a clear and competent understanding of the importance of the component of fitness to allow an athlete to perform.

(2 × [1]) [2]

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1

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(c) Component of fitness is **muscular power**.

*Example answers:*

- Muscular power is important in the discus to apply the greatest amount of strength to generate explosive force to throw it further.
- Muscular power is important in the 100m sprint to explosively come out of the starter block.
- Muscular power is important in 1500m race to recruit fast twitch muscle fibres for a sprint at the finish or to pass opponents.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying the correct component of fitness.

Award **[1]** for a clear and competent understanding of the importance of the component of fitness to allow an athlete to perform.

(2 × [1])

[2]

(d) Component of fitness is **muscular speed**.

*Example answers:*

- Muscular speed is important in an 800m race when muscles need to accelerate to overtake an opponent.
- Muscular speed is important for the acceleration phase at the start of the long jump.
- Muscular speed is important in the 100m sprint to maintain maximum speed for the duration of the race.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying the correct component of fitness.

Award **[1]** for a clear and competent understanding of the importance of the component of fitness to allow an athlete to perform.

(2 × [1])

[2]

8

4 (a) Training zone **C**.

The player training within training zone C will be working at a hard to maximum intensity; particularly at 9–10RPE this will be for a short period of time to develop anaerobic fitness.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying the correct training zone.

Award **[2]** for identifying the correct training zone and a competent understanding of the intensity of training to develop anaerobic fitness.

Award **[3]** for identifying the correct training zone and a highly competent understanding of the intensity of training to develop anaerobic fitness.

[3]

(b) Training zone **B**.

The player training within training zone B will be working at a moderate to vigorous intensity; allowing the player to train for long periods of time, without getting tired, to develop aerobic fitness.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying the correct training zone.

Award **[2]** for identifying the correct training zone and a competent understanding of the intensity of training to develop aerobic fitness.

Award **[3]** for identifying the correct training zone and a highly competent understanding of the intensity of training to develop aerobic fitness.

[3]

6

- 5 (a) Progressive overload.**  
Applying this principle of training will gradually overload the body's systems to ensure they adapt to cope more efficiently with the overload to make the body become fitter and then overload again.
- Award **[0]** for an answer not worthy of credit.  
Award **[1]** for identifying the correct principle of training.  
Award **[2]** for identifying the correct principle of training and a competent understanding of the effect of it on developing physical fitness.  
Award **[3]** for identifying the correct principle of training and a highly competent understanding of the effect of it on developing physical fitness. [3]
- (b) Rest and Recovery.**  
Applying this principle will allow the person's muscles to grow and repair/allow biological adaptations to occur; allow refuelling of energy stores; prevent injury from fatigue or overtraining.
- Award **[0]** for an answer not worthy of credit.  
Award **[1]** for identifying the correct principle of training.  
Award **[2]** for identifying the correct principle of training and a competent understanding of the effect of it on developing physical fitness.  
Award **[3]** for identifying the correct principle of training and a highly competent understanding of the effect of it on developing physical fitness. [3]
- (c) Reversibility.**  
As the weightlifter stopped training the biological adaptations gained from previous training were lost and fitness levels decreased; atrophy occurred due to stopping training which led to a reduction in muscular strength, therefore they could not lift as heavy weights compared with prior to the injury.
- Award **[0]** for an answer not worthy of credit.  
Award **[1]** for identifying the correct principle of training.  
Award **[2]** for identifying the correct principle of training and a competent understanding of the effect of it on developing physical fitness.  
Award **[3]** for identifying the correct principle of training and a highly competent understanding of the effect of it on developing physical fitness. [3]
- (d) Specificity.**  
Applying this principle of training will allow the team to match the physical demands for the sport. Swimming is the specific exercise required; swimming in a pool will target the correct components of fitness/skills required for the sport.
- Award **[0]** for an answer not worthy of credit.  
Award **[1]** for identifying the correct principle of training.  
Award **[2]** for identifying the correct principle of training and a competent understanding of the effect of it on developing physical fitness.  
Award **[3]** for identifying the correct principle of training and a highly competent understanding of the effect of it on developing physical fitness. [3]

**6 Example answers:**

- Foundation phase: this phase is at the start of a training programme and helps to develop all-round, general fitness, e.g. strength and aerobic fitness. This marks the return to a regular pattern of targeted training. This is the preparation phase.
- Development phase: this focuses on maintaining general fitness but concentrates on building up the components of physical fitness specific to the event, sport or position. This is when the volume of work is at its highest. Skill-related fitness is developed also.
- Sharpening phase: specific fitness is maintained but the volume of training is reduced. The emphasis is on high intensity, sharpness and speed; skills (practiced at competition pace) and tactics.
- Peaking phase: this is the phase prior to the major competition. The athlete performs much less work, but that work is at a high intensity and specific. Then some days before the competition the athlete will ease right off or taper off to allow their muscles complete recovery and their fuel stores to be full.

Award **[0]** for an answer not worthy of credit.

**Level 1 ([1]–[4])**

Overall impression – basic

Basic to moderate understanding of the stated phases of periodisation to develop physical fitness for a major competition.

The quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 ([5]–[8])**

Overall impression – good

Moderate to competent understanding of the stated phases of periodisation to develop physical fitness for a major competition.

The quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 ([9]–[12])**

Overall impression – excellent

A highly competent understanding of all four of the stated phases of periodisation, to develop physical fitness for a major competition.

The quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently are of a sufficiently high standard to make meaning clear.

[12]

12

7 (a) *Example answers:*

- Anaerobic and aerobic training would both be important to a midfield player's training; throughout a game the midfield player would work intermittently between aerobic and anaerobic thresholds.
- Anaerobic: the player has demands to work at a high intensity for short periods of time, e.g. sprinting to a ball before an opponent. This requires the muscles to utilise the fuel stored in the muscles and liver/without the use of oxygen.
- Aerobic: the midfield player has to play the full duration of the game, e.g. 60 minutes without tiring. The player would utilise the oxygen and nutrients delivered to the working muscles by the respiratory and circulatory systems.
- Aerobic fitness will usually be of higher importance/be very important to the midfielder as they will require oxygen to be able to keep moving for the full duration of the game without getting tired.
- Anaerobic fitness would usually not be as important to a midfielder compared with playing as a striker who would need to sprint into position to score.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a basic understanding of the relative importance of physical fitness requirements for a sporting position.

Award **[2]** for a moderate understanding of the relative importance of physical fitness requirements for a sporting position.

Award **[3]** for a competent understanding of the relative importance of physical fitness requirements for a sporting position.

Award **[4]** for a highly competent understanding of the relative importance of physical fitness requirements for a sporting position. [4]

(b) *Example answers:*

- Continuous steady-pace training improves aerobic fitness which is required to play midfield.
- Continuous steady-pace training improves cardiovascular and respiratory systems/capacity of the heart and lungs/reduces resting heart rate/increases heart efficiency.
- The midfield player needs to play the full duration of the game, e.g. 60 minutes without tiring. Continuous steady-pace training involves training at a moderate intensity for a long period of time.
- Continuous steady-pace training can involve the exercise type running which is the specific exercise, for example, to a midfield footballer.
- Continuous steady-pace training prevents lactic acid build up which will be beneficial to the midfield player as it will delay the onset of muscle fatigue.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a clear understanding of the effectiveness of the training method to develop physical fitness.

(2 × [1]) [2]

(c) *Example answers:*

- Continuous steady-pace training is not specific to improving anaerobic fitness which is also needed for the midfield player.
- A midfielder does not work continuously at a steady-pace for the duration of the game. A midfielder will start and stop, and change intensity which is not replicated by continuous steady-pace training.
- Continuous steady pace training does not focus on the development of sport specific skills.

<p>Award <b>[0]</b> for an answer not worthy of credit.  Award <b>[1]</b> for a clear understanding of the ineffectiveness of the training method to develop physical fitness.  (2 × [1])</p> <p><b>(d) (i)</b> Interval training/Fartlek training/Circuit training</p> <p>Award <b>[0]</b> for an answer not worthy of credit.  Award <b>[1]</b> for correctly identifying an appropriate training method to develop aerobic and anaerobic fitness for a games player.</p> <p><b>(ii) Example answers:</b></p> <ul style="list-style-type: none"> <li>• Interval training involves the player working at alternating periods of high-intensity with periods of recovery. The intensity (distance and time), recovery time and number of repetitions to be completed are decided in advance of the training session.</li> <li>• Fartlek training involves continuous training but includes the player working at a high-intensity for varying periods of time. Periods of high-intensity work are followed by periods of recovery. The intensities and times for which they are maintained are decided during the training, depending on how the player feels.</li> <li>• Circuit training involves completing a series of different exercises/stations; to work the major muscles used by the midfielder; working on each exercise for a specified amount of time/repetitions; with periods of rest between stations.</li> </ul> <p>Award <b>[0]</b> for an answer not worthy of credit.  Award <b>[1]</b> for a basic understanding of the training method.  Award <b>[2]</b> for a moderate understanding of the training method.  Award <b>[3]</b> for a competent understanding of the training method.  Award <b>[4]</b> for a highly competent understanding of the training method.</p> <p><b>(iii) Example answers:</b></p> <ul style="list-style-type: none"> <li>• Using this training method the sessions can be designed to develop both aerobic and anaerobic fitness, which is needed for the midfield player.</li> <li>• Interval training and fartlek training replicate the midfielder starting and stopping, and changing intensity within the game.</li> <li>• Circuit training can be adopted to include skill development specific to the midfielder's sport.</li> <li>• Circuit training can be planned to develop more than one aspect of fitness at a time.</li> </ul> <p>Award <b>[0]</b> for an answer not worthy of credit.  Award <b>[1]</b> for a clear understanding of the effectiveness of the training method to develop physical fitness.  (2 × [1])</p>	<p>[2]</p> <p>[1]</p> <p>[4]</p> <p>[2]</p>
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AVAILABLE MARKS
15

8 (a) *Example answers* of the benefits of assessing an athlete's level of physical fitness before they participate in a training programme:

- To judge the athlete's level of fitness/baseline before they begin the training programme.
- To identify talent for a sport, position or event.
- To identify strengths of the athlete's physical fitness.
- To identify areas for improvement in the athlete's physical fitness.
- To help to set SMART goals for the training programme; set SMART short-term and intermediate targets for the athlete.

**NB** stated benefits must not be repeated in answers to (b) or (c).

Award [0] for an answer not worthy of credit.

Award [1] for a good understanding of the benefit of assessing physical fitness before an athlete participates in a training programme.

(2 × [1])

[2]

(b) *Example answers* of the benefits of assessing an athlete's level of physical fitness during a training programme:

- To monitor progress/to identify if specific components of physical fitness are improving.
- To identify if the training programme is effective.
- To make adjustments to the training programme if necessary.
- To motivate the athlete for the remainder of the training programme.
- To give the athlete confidence that the training programme is working.
- Fitness testing can add variety to the training programme/make the programme feel shorter.
- Fitness testing can be used to satisfy the athlete's competitive urge in the out of season phase of training.
- Maximal tests demand maximum effort so they can be useful as a training unit.

**NB** stated benefits must not be repeated in answers to (a) or (c).

Award [0] for an answer not worthy of credit.

Award [1] for a good understanding of the benefit of assessing physical fitness during an athlete's training programme.

(2 × [1])

[2]

(c) *Example answers* of the benefits of assessing an athlete's level of physical fitness after they participate in a training programme:

- To identify if targets set have been achieved.
- To identify further areas for improvement.
- To allow athlete's to move between training groups/squads.

**NB** stated benefits must not be repeated in answers to (a) or (b).

Award [0] for an answer not worthy of credit.

Award [1] for a good understanding of the benefit of assessing physical fitness after an athlete's training programme.

(2 × [1])

[2]

6

9 *Example answers:*

- Muscular power is a component of fitness required to effectively and efficiently perform specific skills in football/netball, therefore it is a suitable/specific test.
- This test measures the ability of the netballer to jump upwards so is a suitable test to assess the player's ability to jump up to catch the ball;
- This test measures the ability of the footballer to jump upwards so is a suitable test to assess the player's ability to jump up to head the ball/a goalkeeper to jump up to save a ball.
- The vertical jump test is specific to assessing muscular power of the player's legs but not of a player's overall muscular power.
- The vertical jump test does not measure the netballer's upper body muscular power required for throwing the ball.
- The vertical jump test does not measure the player's muscular power to explosively launch into a sprint forwards to drive for the ball.
- This test measures only one component of fitness and other components are just as important or more important for the player's overall game.
- This test does not assess specific sport skills of a netballer/footballer, e.g. dribbling, defending, passing etc.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a limited evaluation of the suitability of a physical fitness test for a team sport.

Award **[2]** for a basic evaluation of the suitability of a physical fitness test for a team sport.

Award **[3]** for a moderate evaluation of the suitability of a physical fitness test for a team sport.

Award **[4]** for a competent evaluation of the suitability of a physical fitness test for a team sport, specific examples used to draw conclusions.

Award **[5]** for a highly competent evaluation of the suitability of a physical fitness test for a team, specific examples used to draw conclusions.

[5]

5

10 *Example answer for a continuous steady-pace running training session:*

Activity	Intensity	Time
Pulse-lowering activity:		
• Jogging at the end of CSP session	4RPE	3 minutes
• Bring the jog down to a brisk walk, and then a gentle walk	3RPE	3 minutes
Flexibility exercises:		
• Static flexibility exercises to cover the major muscles used in the CSP run, e.g. neck, shoulders, arms – triceps and biceps, chest, core, lower back and particular focus on the hip flexors, quadriceps, glutes, hamstrings and calf muscles.	Mild tension/ no pain	Hold the muscle in the stretched position for 20 seconds. Complete each stretch once.

Award **[0]** for an answer not worthy of credit.

*Pulse-lowering activity:*

Award **[1]** for planning a safe, appropriate and effective pulse-lowering activity

*Pulse-lowering intensity:*

Award **[1]** for planning the intensity to gradually lower the intensity from the level at the end of the workout.

Award **[2]** for planning the intensity to gradually lower the intensity from the level at the end of the workout towards resting heart rate level.

*Pulse-lowering time:*

Award **[1]** for planning a safe, appropriate and effective time for the pulse-lowering activity.

*Flexibility exercises:*

Award **[1]** for planning safe, appropriate and effective static or dynamic flexibility exercises

Award **[2]** for planning safe, appropriate and effective static or dynamic flexibility exercises to cover all areas of the body.

*Flexibility intensity:*

Award **[1]** for planning a safe, appropriate and effective intensity for static or dynamic flexibility exercises.

E.g. the static flexibility exercises will be held under mild tension.

E.g. the dynamic flexibility exercises will be performed by moving the bones at the joints gently in their normal range of movement, and then the movement will be gradually extended.

*Flexibility time:*

Award **[1]** for planning a safe, appropriate and effective time or number of repetitions for the flexibility exercises.

[8]

8

**11** *Example answers:*

- Student B's target is SMART and more suitable to lead to improvement.
- B is specific as it gives focus to the student to work to improve their time in the 200m by 1.2 seconds. Whereas A does not give a specific focus of what the student needs to do to be selected for the football team.
- B is measurable as the student knows their target is to improve their time by 1.2 seconds. They will clearly know at the end of the 12-week programme if they have been successful. Although A does provide a measure of being selected to the school team it does not cover the other principles of target setting.
- B is agreed between the PE teacher and the student after a discussion on the student's progress to date. This gives ownership of the target to the student. This is not evident for the other students' targets.
- B is realistic as the student is given a significant period of time to train before they are expected to meet the target of beating their previous personal best by 1.2 seconds. It is reasonable for a student to improve their time by 1.2 seconds if they were to participate in appropriate and effective training for 12-weeks. In comparison D is an unrealistic target as a person could not improve a javelin personal best by 20m in a week.
- B is timed as the student knows they have 12-weeks to achieve the set target. There is no timeframe for target A, and student D's target timeframe is unrealistic.

Award **[0]** for an answer not worthy of credit.

		AVAILABLE MARKS
<p><b>Level 1 ([1]–[2])</b>  Overall impression – basic  Basic to moderate evaluation of the targets set, with one or two aspects of the SMART targets addressed.  The quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.</p> <p><b>Level 2 ([3]–[4])</b>  Overall impression – good  Moderate to competent evaluation of the targets set, with more than two aspects of the SMART targets discussed.  The quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.</p> <p><b>Level 3 ([5]–[6])</b>  Overall impression – excellent  A highly competent and detailed evaluation of the targets set, with all aspects of the SMART targets discussed.  The quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently are of a sufficiently high standard to make meaning clear.</p>	[6]	6
<p><b>12 Example answers:</b></p> <ul style="list-style-type: none"> <li>• Consistent/certainty in performance</li> <li>• Efficient</li> <li>• Fluent/flows</li> <li>• Linked to a technical model</li> <li>• Looks good/aesthetically pleasing</li> <li>• Goal directed/has an end result</li> <li>• Learned</li> </ul> <p>Award <b>[0]</b> for an answer not worthy of credit.  Award <b>[1]</b> for an accurate identification of a feature of skilled performance.  (2 × [1])</p>	[2]	2
<p><b>13 (a) Fixed/drill practice</b></p> <p>Award <b>[0]</b> for an answer not worthy of credit.  Award <b>[1]</b> for a clear understanding of the effective type of practice for learning a closed skill.</p> <p><b>(b) Fixed/drill practice is suitable for learning a closed skill as this involves practicing the skill repeatedly under the same conditions each time until the skill is grooved.</b></p> <p>Award <b>[0]</b> for an answer not worthy of credit.  Award <b>[1]</b> for a clear understanding of how fixed/drill practice helps a performer learn closed skills.</p>	[1]	2

**14** Example answers:

- Variable practice is suitable to learning open skills as it places the athlete in a variety of different contexts and conditions, and open skills are those that are performed in conditions which are constantly changing.
- Variable practice requires the athlete to adapt according to the different situations or environment they practice in.
- Variable practice mirrors the changes of open skills so the athlete is prepared to perform in a wide range of situations.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a moderate understanding of how variable practice can help a performer learn open skills.

Award **[2]** for a clear and competent understanding of how variable practice can help a performer learn open skills. [2]

AVAILABLE  
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2

- 15** Concurrent feedback is given during the performance of the skill. This can be both intrinsic, the performer's feelings, and extrinsic, the coach's comments. Whereas, terminal feedback is given after the skill has been performed, or after the training session. It is extrinsic and can be knowledge of results and/or knowledge of performance.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a clear understanding of concurrent feedback.

Award **[1]** for a clear understanding of terminal feedback.

(2 × [1]) [2]

2

**16** Example answers:

- A good reaction time could help a 1500m runner if an opponent overtakes them they will be able to react quickly to run faster to keep up/overtake them.
- A good reaction time could help a 1500m runner if they trip they will be able to correct their footing quickly/be able to get back into the running stride quickly.
- A good reaction time could help a 1500m runner if an opponent falls they will be able to react quickly to run around them.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a clear example of reaction time underpinning skilled performance in a 1500m race.

Award **[2]** for a clear example and competent understanding of reaction time underpinning skilled performance in a 1500m race. [2]

2

- 17 (a)** Dribbling a football is the more complex skill.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for correctly identify Fig. 2 as the most complex skill. [1]

**(b)** Example answers:

- Dribbling a football requires more concentration to keep the ball under control.
- Dribbling a football requires good eye to foot co-ordination to keep the ball under control.
- Dribbling a football would require more practice to learn compared to running.
- Dribbling a football is a more difficult/complicated skill to perform compared to running.

- Dribbling a football will require the athlete to develop a good basic running style before they progress to running whilst dribbling a football.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a moderate evaluation of skills placed on the basic to complex continuum.

Award **[2]** for a clear and competent evaluation of skills placed on the basic to complex continuum. [2]

AVAILABLE  
MARKS

3

- 18 (a) (i)** D (the standing stork test is the most specific assessment the coach could use to assess the gymnast's ability to perform the skill).

Award **[0]** for an answer not worthy of credit.

Award **[1]** for correctly identifying balance as the factor underpinning the gymnast's skilled performance. [1]

**(ii)** The standing stork test is a specific assessment of balance which is a factor underpinning the skilled performance of the gymnast.

Award **[1]** for identifying the correct assessment method specific for balance. [1]

- (b)** Manual/physical guidance.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for identifying the correct type of guidance. [1]

- (c)** *Example answers:*

Manual guidance is a suitable type of guidance for the young gymnast as:

- it will give the gymnast confidence to try the skill.
- it allows the gymnast to get a feel for the skill before it is learnt thoroughly.
- it will reduce the risk of injury/the gymnast falling off the beam.
- it will reduce fear and anxiety associated with being on a piece of high equipment.

Manual guidance may not be the most suitable type of guidance for the young gymnast as:

- the gymnast may become too dependent on the support provided from the coach to try the skill on their own/move onto the next stage of learning/lose confidence.
- once the initial feel for the skill is established too much reliance could begin to interfere with the skill causing bad habits to develop.
- this form of guidance requires the coach to be up close and personal to the gymnast which may be off putting.

Award **[0]** for an answer not worthy of credit.

Award **[1]** for a moderate evaluation of manual guidance being effective to learn a skill.

Award **[2]** for a competent evaluation of manual guidance being effective to learn a skill.

Award **[3]** for a clear and detailed evaluation of manual guidance being effective to learn a skill. [3]

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