



Rewarding Learning

**General Certificate of Secondary Education
2024**

Physical Education

Paper 2

Developing Performance

[G9772]

MONDAY 3 JUNE, AFTERNOON

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.

- 1 Health:** the main aim of developing physical fitness for health is to keep the body in reasonable working order.
Performance: the main aim of developing physical fitness for performance is to get your body in peak shape for the physical task.

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

Award **[1]** for an understanding of the purpose of developing physical fitness for health.

Award **[1]** for an understanding of the purpose of developing physical fitness for performance. [2]

2

	Principle of training
A coach plans the team's training in seasons to prepare for major competitions	Periodisation
The athlete works harder than normal so there is some stress and discomfort	Overload
An athlete loses fitness due to an injury	Reversibility
A long-distance runner includes continuous steady pace runs in training	Specificity
An athlete runs 20 minutes in week 1, 25 minutes in week 3 and 30 minutes in week 5	Progressive overload
An athlete's programme has planned time to allow muscles to grow and repair	Rest and Recovery
An athlete trains in different places to avoid boredom	Tedium/Variety

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

Award **[1]** for a clear understanding of the principles of training.

(7 × [1]) [7]

7

3 Example answers:

- The principle of Progressive Overload being applied correctly could reduce the risk of injury to an athlete. The athlete's workload is being gradually increased which will give the body's systems time to adapt and become stronger for the new overload. Progressive Overload will also help to reduce the risk of injuries from overtraining.
- The principle of Rest and Recovery being applied correctly could reduce the risk of injury to an athlete. By planning appropriate and sufficient rest days or recovery periods into the athlete's training programme will help to reduce the risk of injury from overtraining. Appropriate rest and recovery periods will allow the athlete's muscles time to grow and repair making them stronger for the next session.

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

Award **[1]** for identifying the correct principle of training which will make a training programme safe.

Award **[2]** for identifying the correct principle of training and a competent understanding of the application of principles of training to make training programmes safe, appropriate and effective.

Award **[3]** for identifying the correct principle of training and a highly competent understanding of the application of principles of training to make training programmes safe, appropriate and effective. [3]

3

- 4 (a) Muscular speed is the ability of a muscle or group of muscles to contract and relax quickly.

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

Award [1] for a moderate understanding of what muscular speed is.

Award [2] for a clear and competent understanding of what muscular speed is. [2]

- (b) Muscular speed is about being able to apply a **light** force at **high** speed.

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

Award [1] for a moderate understanding of what muscular speed allows a person to do.

Award [2] for a clear and competent understanding of what muscular speed allows a person to do. [2]

- (c) *Example answers:*

- Enable the footballer to get the ball quicker than their opponent which will lead to more possession.
- The footballer will be able to make more tackles to gain more possession.
- The footballer will be able to create a wider gap between them and their opponent to get to the ball quicker. This will give the footballer more time to make the correct decision.
- The footballer will be able to run away from their opponent quicker giving more space to pass or score successfully. The footballer will be under less pressure.
- To give the footballer more time to make the correct decision so under less pressure.

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

Award [1] for a moderate understanding of the importance of muscular speed to allow an athlete to perform.

Award [2] for a clear and competent understanding of the importance of muscular speed to allow an athlete to perform.

(2 × [2]) [4]

8

- 5 *Example answers:*

- Isometric training involves a muscle or group of muscles working against a resistance, but no movement of body parts takes place.
- Isometric exercises are exercises in which your muscles are engaged, but they are not changing length.

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

Award [1] for a moderate understanding of what is involved in using isometric training.

Award [2] for a clear and competent understanding of what is involved in using isometric training. [2]

2

AVAILABLE
MARKS

		AVAILABLE MARKS
<p>6 <i>Example answers:</i></p> <ul style="list-style-type: none"> • Wall sit • Plank – high plank, side plank, low plank • Squat hold • Overhead hold • Glute bridge hold <p>Award [0] for an answer not worthy of credit. Award [1] for a clear understanding of using isometric training exercises. (2 × [1])</p>	[2]	2
<p>7 <i>Example answers:</i></p> <ul style="list-style-type: none"> • Static passive stretching involves an external force being applied by an outside agent, e.g. partner, coach, resistance band. • Static passive stretching involves the coach or partner moving the athlete's limb being exercised to its end position and holding it there. <p>Award [0] for an answer not worthy of credit. Award [1] for a moderate understanding of what is involved in using static passive flexibility training. Award [2] for a clear and competent understanding of what is involved in using static passive flexibility training.</p>	[2]	2
<p>8 <i>Example answers:</i></p> <ul style="list-style-type: none"> • To gradually and moderately work the heart and lungs in preparation for the workout. • To increase blood flow to the working muscles. • To raise the body and muscle temperature. • To minimise the risk of muscle and joint injury. • To mobilise the joints. • To stretch the muscles. • To prepare the person mentally for the workout. • To practice relevant skills. • Increased flexibility. <p>Award [0] for an answer not worthy of credit. Award [1] for a clear understanding of the purpose of a warm-up. (3 × [1])</p>	[3]	3
<p>9 (a) <i>Example answers:</i></p> <ul style="list-style-type: none"> • The planned circuit works muscle groups together. This will put stress on the muscles to adapt and improve, allowing hypertrophy adaptations to occur. • The order of the exercises could be better planned in rotation of upper body, core and lower body. This will allow the muscles to recover before they are worked again. • The planned circuit working the muscle groups together could cause the player fatigue, as no recovery time is given/muscles are being overworked. • The planned circuit could lead to the player becoming injured as too much stress could be put on the major muscles if worked consecutively as little time is given to recover. • The planned circuit includes exercises to cover the major muscle groups in the body. 		

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

Award [1] for a basic understanding of the principles underlying planning the order of exercises to be included in a circuit training workout.

Award [2] for a moderate understanding of the principles underlying planning the order of exercises to be included in a circuit training workout.

Award [3] for a competent understanding of the principles underlying planning the order of exercises to be included in a circuit training workout.

Award [4] for a highly competent understanding of the principles underlying planning the order of exercises to be included in a circuit training workout, with strengths and areas for improvement evaluated. [4]

- (b) (i) The resistance of the **dumbbell bicep curl** is too low to effectively develop muscular endurance.

Example answers:

- The player completes 54 repetitions of this exercise.
- To work muscular endurance for a games player the resistance should be sufficient that the number of repetitions completed is between 13–25 repetitions.
- This means the weight the player chose was too light to develop muscular endurance.

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

Award [1] for identifying the correct exercise in the circuit training session that is ineffective in developing muscular endurance.

Award [2] for identifying the correct exercise in the circuit training session that is ineffective in developing muscular endurance and a competent understanding of the reason for this.

Award [3] for identifying the correct exercise in the circuit training session that is ineffective in developing muscular endurance and a highly competent understanding of the reason for this. [3]

- (ii) The athlete could increase the weight of the dumbbell they use when performing the bicep curl.

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

Award [1] for a clear understanding of planning an effective circuit training programme. [1]

- (c) (i) The resistance of the **dumbbell squat** or **press up** is too high to effectively develop muscular endurance.

Example answers:

- The player completes 8 weighted squats. This is more likely to develop muscular strength instead of muscular endurance.
- To work muscular endurance for a games player the resistance should be sufficient that the number of repetitions completed is between 13–25 repetitions.
- This means the weight the player chose was too heavy to develop muscular endurance.
- The player completes 9 press ups. This is more likely to develop muscular strength instead of muscular endurance.
- To work muscular endurance for a games player the resistance should be sufficient that the number of repetitions completed is between 13–25 repetitions.

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

Award [1] for identifying the correct exercise in the circuit training

session that is ineffective in developing muscular endurance.
Award [2] for identifying the correct exercise in the circuit training session that is ineffective in developing muscular endurance and a competent understanding of the reason for this.

Award [3] for identifying the correct exercise in the circuit training session that is ineffective in developing muscular endurance and a highly competent understanding of the reason for this. [3]

(ii) *Example answers:*

- The athlete could decrease the weight of the dumbbell they use when performing squats.
- The athlete could perform modified press ups instead of full press ups, e.g. kneeling press up.

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

Award [1] for a clear understanding of planning an effective circuit training programme. [1]

12

10 (a) Training method is **interval training**.

Interval training involves running a set distance – 400m, in a set time – 90 seconds, with a set recovery time – 60 seconds and a set number of reps – 8. This method of training involves alternating between periods of high-intensity work with periods of rest. The rest period gives you time to recover from each period of exercise.

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

Award [1] for identifying the correct training method.

Award [2] for identifying the correct training method and a competent understanding of what interval training involves.

Award [3] for identifying the correct training method and a highly competent understanding of what interval training involves. [3]

(b) (i)

Frequency	2
Distance	100 m
Time	15 seconds (13–20 seconds)
Repetitions	4 (3 – 7)
Recovery between repetitions	60 seconds (52–80 seconds)

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

Award [1] for an appropriate and sound application of interval training to develop anaerobic fitness.

(3 × [1]) [3]

(ii) *Example answers:*

- Frequency: the athlete could progressively overload their training by increasing the number of times they complete this session a week. For example, they could increase the number of times they complete this training session from two times a week to three times a week.
- Intensity: the athlete could progressively overload their training by increasing how hard they work in the sessions in the coming weeks. For example, over a number of weeks increasing the

number of repetitions completed from four to five; or decreasing the time to complete the 100 m from 15 seconds to 14 seconds; or decreasing the recovery time from 60 seconds to 56 seconds. The athlete could increase the intensity by changing the training session from 4 × 100 m in 15 seconds with 60 seconds rest to 6 × 100 m in 15 seconds with 60 seconds rest.

- Time: the athlete could progressively overload their training by changing the planned work or recovery time. The athlete could decrease the work time from 15 seconds to 14 seconds; or they could decrease the planned recovery time from 60 seconds between repetitions to 56 seconds. If the athlete includes more repetitions in the training session this will increase the overall duration of the session which will help to improve the athlete's fitness.
- Type: the planned training session is specific to the 1500 m athlete. Both the type of exercise (running) and the training method (interval) is specific for the 1500 m event developing anaerobic fitness. The training planned will also develop the specific muscle groups required for this event. The athlete could introduce a fartlek or circuit training session to help develop their anaerobic fitness.

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

Level 1 ([1]–[4])

Overall impression – basic

Basic to moderate application of the FITT principle to develop a safe, appropriate and effective interval training programme.

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 good application of the FITT principle to develop a safe, appropriate and effective interval training programme.

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 and detailed application of the FITT principle to develop a safe, appropriate and effective interval training programme.

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 of a high standard to make meaning clear. [12]

18

11 *Example answers:*

- The 1500 m race is predominately aerobic, but anaerobic fitness is also required.
- Aerobic fitness is important for the 1500 m race as after the initial near sprint start, the athlete will work aerobically for the next 1300 m to maintain a race pace. Aerobic fitness is important to prevent the athlete from tiring in the mid-section of the race/to be able to reach the 1400 m point with the lowest level of lactic acid possible.
- The athlete will need to develop anaerobic fitness as the 1500 m race requires the athlete to work with a near sprint effort at the start to gain a position in the race. Also, the athlete in the last section of the race needs to give maximum effort to sprint to reach the finishing line. Approximately 200 m of the 1500 m race will require anaerobic energy production.

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 event.

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

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

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

4

12 *Example answers:*

- The multi-stage fitness test is a suitable test to assess the fitness levels of the rowers. This will measure the rowers' aerobic capacity (VO₂max). A high level of aerobic fitness is important in rowing for the cardiovascular system to continuously provide the muscles with adequate levels of oxygen throughout the race. However, a more accurate and rowing specific test would be to measure the rowers' aerobic capacity on a rowing ergometer.
- The 60-second press up test is a suitable test to assess the fitness levels of the rowers. This will measure the rowers' muscular endurance of their upper body muscles. A high level of upper body muscular endurance is important to allow the rowers to keep repeating the stroke movement throughout the race. However, this does not measure muscular strength which is required to exert near maximum force against the water with each stroke. Therefore, a 1RM test may be more beneficial. It also is specific to assessing upper body muscular endurance but not of the rowers' lower body muscular endurance.
- The standing broad jump test is a suitable test to assess the fitness levels of the rowers. This will measure muscular power of the rowers' legs, which is the ability of a muscle to produce maximum force in an explosive effort. In rowing, it is very important to accelerate and move the boat quickly. However, it is specific to assessing muscular power of the rowers' legs but not of the rowers' overall muscular power. A rowing ergometer test for the whole body would be more specific to measure the rowers' muscular power.
- The sit and reach test is a suitable test to assess the fitness levels of the rowers. This will measure the rowers' lower back and hamstring flexibility. Good flexibility for rowers is important to have a large range of motion in the rowing stroke. Flexibility of the hamstrings and back is important for reaching forward and get the body into a good position throughout the stroke. However, it does not measure the rowers' shoulder flexibility which is needed to perform the stroke effectively.

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

Level 1 ([1]–[4])

Overall impression – basic

Basic to moderate evaluation of the selection of a physical fitness test for a team sport.

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 good evaluation of the selection of a physical fitness test for a team sport.

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 and detailed evaluation of the selection of a physical fitness test for a team sport, specific examples are given of the positives and negatives of using the stated fitness tests.

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 of a high standard to make meaning clear.

[12]

AVAILABLE
MARKS

12

13 (a) The lay-up shot is an example of a **complex** skill.

Example answers:

- This is a complex skill as it requires a lot of focus, information processing and decision making.
- This is a complex skill as it requires a high level of coordination.
- This is a complex skill as it requires the player to have a high level of awareness of other people surrounding him.
- This is a complex skill as it is difficult to learn as there are many parts, elements to the shot that can be broken down individually and practiced.

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

Award **[1]** for identifying the correct classification of the skill.

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

Award **[3]** for identifying the correct skill classification of the skill and a highly competent evaluation of skills placed on the basic to complex continuum. [3]

(b) The lay-up shot is an example of an **open** skill.

Example answers:

- This is an open skill as there are many factors outside the control of the performer.
- The success of the lay-up shot can be affected by other people as the other team can challenge for the ball, placing pressure on the player to perform the skill successfully.
- The success of the lay-up shot can be affected by the weather as the teams are playing outside.

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

Award **[1]** for identifying the correct classification of the skill.

Award **[2]** for identifying the correct skill classification of the skill and a competent evaluation of skills placed on the closed to open continuum.

Award **[3]** for identifying the correct skill classification of the skill and a highly competent evaluation of skills placed on the closed to open continuum. [3]

6

14 Perceptual motor skills combine cognitive, perceptual and motor skills. To perform perceptual motor skills, you must know and understand how to do the skill (cognitive), read situations in the game and make the right decisions for those situations (perceptual) and you need to be able to execute the skills efficiently and effectively for your decisions to be carried out successfully (motor).

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

Award **[1]** for a moderate understanding of perceptual motor skills.

Award **[2]** for a competent understanding of perceptual motor skills.

Award **[3]** for a highly competent understanding of perceptual motor skills. [3]

3

15 Whole-part-whole practice involves practising the skill in its entirety to discover areas for improvement of the skill. For example, the high jumper performs their jump and the coach highlights the jumper is using the wrong foot to take off. The athlete would practise the take off in isolation until they are taking off on the right foot. Then the athlete would practice the whole skill in its entirety to see if the athlete's take off is better.

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

Award **[1]** for a moderate understanding of how to apply whole-part-whole

practice to help learning.

Award **[2]** for a competent understanding of how to apply whole-part-whole practice to help learning.

Award **[3]** for a highly competent understanding of how to apply whole-part-whole practice to help learning. [3]

AVAILABLE
MARKS

3

- 16 (a)** Coordination is the ability of the brain and muscles to work together to perform smooth, accurate movements. Coordination is about getting the timing of the sequences of movement right.

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

Award **[1]** for a clear understanding of coordination. [1]

- (b)** *Example answers:*

The sprinter will need the coordinated movement of the drive of the legs and arms when leaving the block.

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

Award **[1]** for a clear understanding of how coordination underpins skilled performance. [1]

- (c)** Balance is the ability to remain in a state of equilibrium, whether static or moving.

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

Award **[1]** for a clear understanding of balance. [1]

- (d)** *Example answers:*

- Good balance will enable the sprinter to hold their starting position while waiting on the race to start.
- Good balance will enable the sprinter to remain steady as they leave the block.
- Good balance will allow the sprinter to eliminate unnecessary movements to make their start more efficient.

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

Award **[1]** for a clear understanding of how balance underpins skilled performance. [1]

- (e)** Reaction time is the ability to react to a stimulus.

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

Award **[1]** for a clear understanding of reaction time. [1]

- (f)** *Example answers:*

- The sprinter will need a good reaction time to make a physical response to the external stimulus of the starting pistol to get out of the blocks efficiently and effectively.
- The sprinter having good reaction time is important as the 100 m race is so short, getting a good start will be vital.

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

Award **[1]** for a clear understanding of how reaction time underpins skilled performance. [1]

(g) Agility is the ability to change body direction, when moving at speed.

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

Award [1] for a clear understanding of agility. [1]

(h) *Example answers:*

- The sprinter will need good agility to accelerate out of the block.
- The sprinter will need good agility to quickly change their body position from the crouch position to the upright running position.

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

Award [1] for a clear understanding of how reaction time underpins skilled performance. [1]

17 (a) *Example answers:*

- Coach demonstration
- Peer demonstration
- Video of the gymnast's own performance
- Video of an elite gymnast's performance
- Verbal feedback from the coach
- Coach manual support

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

Award [1] for a clear understanding of how to apply extrinsic feedback to help learning.

(3 × [1]) [3]

(b) *Example answers:*

- Intrinsic feedback would be how the gymnast felt they performed the forward roll.
- Intrinsic feedback will be difficult for the gymnast to learn from because they are at the cognitive stage of learning.
- Intrinsic feedback will be difficult for the gymnast to learn from as they have little knowledge of how the successful skill should feel like.
- Intrinsic feedback requires the gymnast to be able to process information on balance and on tension in muscles which this gymnast has little experience or knowledge about.

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

Award [1] for a competent understanding of types of feedback to help learning.

Award [2] for a highly competent understanding of types of feedback to help learning. [2]

Total

**AVAILABLE
MARKS**

8

5

100