
A-level
PHYSICAL EDUCATION
7582/1

PAPER 1 FACTORS AFFECTING PARTICIPATION IN PHYSICAL ACTIVITY
AND SPORT

Mark scheme

Draft Specimen Assessment Material

v0.1

Draft

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 in which all associates participate 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

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as in the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

Applied Anatomy and Physiology

01 Identify which **one** of the following statements defines expiratory reserve volume.

[1 mark]

Marks for this question: AO1 = 1

C

02 Identify **two** functions of the fast component of Excess Post-Exercise Oxygen Consumption (EPOC).

[1 mark]

Marks for this question: AO1 = 1

D

03.1 Figure 1 shows a gymnast in a crucifix position on the rings.

Complete **Table 1** to identify the type of joint, the main agonist and the joint action at the gymnast's shoulder when in the crucifix position.

[3 marks]

Marks for this question: AO1 = 1 and AO2 = 2

Type of joint	Main agonist	Joint action
Ball and socket (1)	Deltoid (1)	Abduction (1)

03.2 Explain how wave summation allows a gymnast to gain the required height in a floor routine.

[3 marks]

Marks for this question: AO2 = 1 and AO3 = 2

Award **one** mark for each of the following points.

Wave summation will allow the gymnast to produce a more powerful contraction (1) because the muscle is stimulated again before it is relaxed (1) therefore the gymnast will be able to apply greater force to adjust the height achieved to match the requirements of the technique performed (1).

Accept other appropriate explanations of how wave summation allows a gymnast to gain the required height. Answers must relate to a floor routine.

04.1 Fast twitch glycolytic muscle fibres (type IIx) are used to produce powerful contractions.

Identify **two** characteristics of fast twitch glycolytic muscle fibres (type IIx).

[2 marks]

Marks for this question: AO1 = 2

Award **one** mark for each of the following points.

- Fast motor neurone conduction velocity (1).
- Large muscle fibre diameter (1).
- More sarcoplasmic reticulum development (1).
- High PC stores (1).
- High glycogen stores (1).
- High myosin ATPase/glycolytic enzyme activity (1).

Do not accept produce powerful contraction (in the stem).

Accept other appropriate characteristics of fast twitch glycolytic muscle fibres (type IIx).

Maximum 2 marks

04.2 Explain how the characteristics of fast twitch glycolytic muscle fibres (type IIx) you identified in **question 04.1** are suited to producing ATP anaerobically during powerful contractions.

[2 marks]

Marks for this question: AO2 = 2

Award **one** mark for each of the following points.

- High PC stores – increased energy source for ATP production via the ATP-PC system (1).
- High glycogen stores – increased energy source for ATP production via the lactate anaerobic system (1).
- High myosin ATPase activity – increased enzyme activity for ATP production within the ATP-PC system (1).
- High glycolytic enzyme activity – increased enzyme activity or ATP production within the lactate anaerobic system (1).

Accept other appropriate explanations as to how the characteristics of fast twitch glycolytic muscle fibres (type IIx) are suited to producing ATP anaerobically during powerful contractions.

Maximum 2 marks

05 In relation to energy transfer, evaluate the use of altitude training to increase performance in a 1500m running event.

[8 marks]

Marks for this question: AO1 = 2, AO2 = 3 and AO3 = 3

Level	Marks	Description
4	7-8	Knowledge is comprehensive, accurate and generally well detailed. Application of breadth or depth of knowledge is clearly evident. Evaluation is consistently made between the method and its impact. Relevant terminology is used and the answer demonstrates good reasoning, is clear, coherent and focused.
3	5-6	Knowledge is generally accurate and well detailed. Application of breadth or depth of knowledge is often evident. Evaluation is made between the method and its impact. Relevant terminology is used and the answer demonstrates some reasoning, and is mostly clear, coherent and focused.
2	3-4	Knowledge is generally accurate with some detail. Application of breadth or depth of knowledge is sometimes evident. Limited evaluation is made between the method and its impact. Some relevant terminology is used and the answer demonstrates some reasoning, but may lack clarity and coherence.
1	1-2	Knowledge is limited. Application of breadth or depth of knowledge is limited or not evident. No evaluation is made between the method and its impact. Some relevant terminology may be used but the answer may lack clarity and coherence.
	0	No relevant content.

Possible content may include:

AO1 - Knowledge

Knowledge of altitude training using simple statements, eg altitude training involves working above 5000 feet. Altitude training is used to develop aerobic energy system. It can cause altitude sickness.

AO2 - Application

Identified and explained principles of the method for the 1500m, eg at first, the 1500m runner will be unable to train as hard as normal due to lack of oxygen resulting in detraining. After time, altitude training develops aerobic energy system and so aerobic power because there is an increase in red blood cells at altitude due to an increase in EPO. This is needed by a 1500m runner because the 1500m run predominantly uses aerobic system to create ATP.

AO3 - Evaluation

Evaluated altitude training as a suitable method for the 1500m runner, eg due to altitude sickness some athletes may be unable to train therefore decreasing aerobic energy transfer. However, if successful, altitude training develops aerobic energy system. A 1500m runner predominantly uses aerobic system to create ATP. A 1500m runner requires good levels of aerobic endurance to perform well in this event. However, due to the fact that a 1500m runner will use anaerobic systems (get a good start or overtake other runners) in potentially large sections of the race then altitude training might be more suited to a marathon runner/10 000m runner which would be classed as more of an endurance event. Alternatively, the 1500m could also combine altitude training with HIIT training to also develop the anaerobic energy systems.

Credit other relevant evaluation points of the use of altitude training to increase performance in a 1500m running event. Answers must be in relation to energy transfer.

06 **Table 2** shows the times of an elite athlete for a 100m, 400m and 3000m race. **Figure 2** shows the relative contribution of the energy systems on the energy continuum.

Using **Figure 2**, analyse **and** evaluate the contribution of each energy system for each event identified in **Table 2**.

[15 marks]

Marks for this question: AO1 = 4, AO2 = 5 and AO3 = 6

Level	Marks	Description
5	13-15	Knowledge is extensive in relation to question context, accurate and well detailed. Application of breadth or depth of knowledge is clearly evident and relevant to the question context. Analysis and/or evaluation is comprehensive and consistently made between different relevant factors and their impact. Relevant terminology is used and the answer demonstrates a high level of reasoning, is clear, coherent and focused.
4	10-12	Knowledge is comprehensive, accurate and generally well detailed. Application of breadth or depth of knowledge is clearly evident and generally relevant to the question context. Analysis and/or evaluation is consistently made between different relevant factors and their impact. Relevant terminology is used and the answer demonstrates good reasoning, is clear, coherent and focused.
3	7-9	Knowledge is generally accurate and well detailed. Application of breadth or depth of knowledge is often evident. Some analysis and/or evaluation is made between different relevant factors and their impact. Relevant terminology is used and the answer demonstrates some reasoning, and is mostly clear, coherent and focused.
2	4-6	Knowledge is generally accurate with some detail. Application of breadth or depth of knowledge is sometimes evident. Limited analysis and/or evaluation is made between different relevant factors and their impact. Some relevant terminology is used and the answer demonstrates some reasoning, but may lack clarity and coherence.
1	1-3	Knowledge is limited. Application of breadth or depth of knowledge is limited or not evident. No analysis and/or evaluation is made between different relevant factors and their impact. Some relevant terminology may be used but the answer may lack clarity and coherence.
	0	No relevant content.

Possible content may include:

AO1 - Knowledge

Identified and described the energy systems, eg ATP PC system involves the breakdown of PC to form ATP. The aerobic system uses oxygen to release energy. The aerobic system has a higher ATP yield than the other systems. (No reference to times from table is required).

AO2 - Application

Identified and explained the contribution of each system in the three events, eg in the 100m event, the athlete will predominantly use the ATP PC system to create ATP. There is also some contribution from the lactate anaerobic system. This is because the ATP-PC system can create ATP for 8-10 seconds and the race only takes 10.49 seconds to complete. This involves the breakdown of glucose anaerobically to form pyruvic acid and then lactic acid which is also known as anaerobic glycolysis.

AO3 – Analysis/Evaluation

Linked the contribution of each energy system to the demands of the event, eg 100m uses ATP-PC system which is an anaerobic system to create ATP as it is a sprint event and the performer runs as fast as they can and so intensity is maximal. When ATP is made through the breakdown of PC in the ATP-PC system, ATP is produced very quickly explaining the 100% capacity in Figure 2.

Credit other relevant analysis and evaluation points in relation to the contribution of each energy system for each event identified in the data.

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Section B

Skill Acquisition

07 Which **one** of the following classifications accurately describes the skills of a dive at the start of a swimming race?

[1 mark]

Marks for this question: AO2 = 1

D

08 Which **one** of the following statements describes the term 'response time'?

[1 mark]

Marks for this question: AO1 = 1

A

09 **Figure 3** shows Whiting's information processing model.

State the function of each of the central mechanisms during a game situation.

[3 marks]

Marks for this question: AO1 = 3

- (Perceptual mechanism) interprets information from the environment/display (1).
- (Translatory mechanism) uses gathered information to make a decision (1).
- (Effector mechanism) transfers decision via nervous system to the muscles to complete the action (1).

Accept other appropriate responses of the function of each of the central mechanisms. Answers must relate to a game situation.

10 Selective attention allows the performer to detect relevant cues from the display.

Suggest **three** strategies that can be used to improve selective attention.

[3 marks]

Marks for this question: AO3 = 3

Award **one** mark for each of the following points.

- Increase the intensity of the stimulus by making the ball brighter, shouting louder or equivalent (1).
- Increase the time to react/slow the stimulus down by bouncing the ball lower, bowling the ball slower or equivalent (1).
- Analysis of the strengths and weakness of the opposition/identify the opposition's patterns of behaviour to increase ability to focus attention (1).
- Increase fitness levels/reduce fatigue to lengthen attention span (1).
- Practice with distractions to increase ability to block out distractions (1).

Accept other appropriate responses that can be used to improve selective attention.

Maximum 3 marks

11 Effective decision making is an important factor in the execution of skills.

Outline the terms chunking and chaining **and** explain how they can improve the decision making process. Use examples to support your answer.

[4 marks]

Marks for this question: AO1 = 2 and AO2 = 2

Award **one** mark for each of the following points.

- Chunking involves storing information in larger units (1),
- Chaining involves linking together pieces of information (1)
- Chunking/Chaining improves decision making because there are fewer single pieces of information to be processed (1) which improves short term/working memory/makes recalling information from long-term memory faster (1).

Accept other appropriate explanations as to how chunking and chaining can improve the decision making process. Examples must be used to support answers.

Maximum 4 marks

12 A coach may use different approaches to improve the team's performance.

Explain the principles of insight learning **and** discuss its effectiveness when developing skills.

[8 marks]

Marks for this question: AO1 = 2, AO2 = 3 and AO3 = 3

Level	Marks	Description
4	7-8	Knowledge of the principles of insight learning is comprehensive, accurate and generally well detailed. Application of the principles of insight learning showing breadth or depth of knowledge is clearly evident. Evaluation of the effectiveness of insight learning is consistently made between different relevant factors and their impact. Relevant terminology is used and the answer demonstrates good reasoning, is clear, coherent and focused.
3	5-6	Knowledge of the principles of insight learning is generally accurate and well detailed. Application of the principles of insight learning showing breadth or depth of knowledge is often evident. Some evaluation of the effectiveness of insight learning is made between different relevant factors and their impact. Relevant terminology is used and the answer demonstrates some reasoning, and is mostly clear, coherent and focused.
2	3-4	Knowledge of the principles of insight learning is generally accurate with some detail. Application of the principles of insight learning showing breadth or depth of knowledge is sometimes evident. Limited evaluation of the effectiveness of insight learning is made between different relevant factors and their impact. Some relevant terminology is used and the answer demonstrates some reasoning, but may lack clarity and coherence.
1	1-2	Knowledge of the principles of insight learning is limited. Application of the principles of insight learning showing breadth or depth of knowledge is limited or not evident. No evaluation of the effectiveness of insight learning is made between different relevant factors and their impact. Some relevant terminology may be used but the answer may lack clarity and coherence.
	0	No relevant content.

Possible content may include:

AO1 - Knowledge

Principles of insight learning are identified and described, eg the theory aims to develop a performer's learning by understanding the relationship between the sub-routines or different factors that may influence the whole problem rather than learning specific movement patterns.

AO2 - Application

Key principles and terms are explained with their impact on learning, eg practices will involve the use of techniques designed to allow the performer to think about their response and modify their actions based on previous experience and the situation at the time. For example, a games player will evaluate the situation and decide on a specific pass depending on the position of team mates, the opposition etc. rather than simply complete a pass because they have been conditioned or trained to do so.

AO3 - Analysis

Linked factors evaluating the effectiveness of operant conditioning (developed statements), eg it is effective because the performer is able to modify their actions without the need for specific input from the coach because it allows performers to develop their own tactics/strategies rather than rely on the coach.

It can be considered ineffective because the performers/team may not have the ability to think for themselves to develop a solution or because it may be too time consuming when developing skills.

Credit other relevant points explaining the principles of insight learning and its effectiveness when developing skills.

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13 Explain the different types of feedback **and** evaluate their effectiveness in improving performance with a mixed ability group.

[15 marks]

Marks for this question: AO1 = 4, AO2 = 5 and AO3 = 6

Level	Marks	Description
5	13-15	Knowledge of the types of feedback is extensive in relation to question context, accurate and well detailed. Application of the types of feedback showing breadth or depth of knowledge is clearly evident and relevant to the question context. Evaluation of the effectiveness of feedback is comprehensive and consistently made between different relevant factors and their impact. Relevant terminology is used and the answer demonstrates a high level of reasoning, is clear, coherent and focused.
4	10-12	Knowledge of the types of feedback is comprehensive, accurate and generally well detailed. Application of the types of feedback showing breadth or depth of knowledge is clearly evident and generally relevant to the question context. Evaluation of the effectiveness of feedback is consistently made between different relevant factors and their impact. Relevant terminology is used and the answer demonstrates good reasoning, is clear, coherent and focused.
3	7-9	Knowledge of the types of feedback is generally accurate and well detailed. Application of the types of feedback showing breadth or depth of knowledge is often evident. Some evaluation of the effectiveness of feedback is made between different relevant factors and their impact. Relevant terminology is used and the answer demonstrates some reasoning, and is mostly clear, coherent and focused.
2	4-6	Knowledge of the types of feedback is generally accurate with some detail. Application of the types of feedback showing breadth or depth of knowledge is sometimes evident. Limited evaluation of the effectiveness of feedback is made between different relevant factors and their impact. Some relevant terminology is used and the answer demonstrates some reasoning, but may lack clarity and coherence.
1	1-3	Knowledge of the types of feedback is limited. Application of the types of feedback showing breadth or depth of knowledge is limited or not evident. No evaluation of the effectiveness of feedback is made between different relevant factors and their impact. Some relevant terminology may be used but the answer may lack clarity and coherence.
	0	No relevant content.

Possible content may include:

AO1 – Knowledge

Knowledge of types of feedback with an explanation of each term, eg intrinsic/kinaesthetic feedback comes from within, information from the proprioception allowing the performer to evaluate their own actions. Other forms of feedback include extrinsic, concurrent, terminal, positive, negative, knowledge of results (KR) and knowledge of performance (KP).

AO2 – Application

Use of feedback to improve performance on a mixed ability, eg KP can be used to help group correct skilled actions. KR can help build confidence if the result was successful, therefore can provide motivation. Positive feedback can provide reinforcement of correct action. Extrinsic feedback can help with correction of movement errors. Answer should be supported by suitable examples.

AO3 – Analysis/Evaluation

Evaluation of the effectiveness of feedback for a mixed ability group.

Not all types of feedback will be effective with all levels of ability, eg those in the cognitive stage would rely more heavily on extrinsic feedback than intrinsic therefore the coach/teacher would need to select the most appropriate form of feedback for the individuals providing the most relevant to the individual to bring about the required improvement.

Credit other relevant explanations of the different types of feedback.

Credit other relevant evaluation points of the effectiveness in improving performance with a mixed ability group.

Draft

Section C**Sport and Society**

14 Which **one** of the following definitions best describes the term socialisation?

[1 mark]

Marks for this question: AO1 = 1

C

15 Which **one** of the following terms best describes a professional performer?

[1 mark]

Marks for this question: AO1 = 1

C

16 Explain **two** characteristics of nineteenth century lawn tennis.

[4 marks]

Marks for this question: AO1 = 2 and AO2 = 2

Award **one** mark for each of the following points.

- Played regularly (1) because the players had more time to play (1).
- Middle class development (1) due to involvement in creation of clubs/NGB (1).
- Highly structured/skills/tactics (1) due to the rationalisation of tennis (1).
- Equipment and facilities available to play (1) for example played in suburban gardens/manufacturing of equipment for purchase (1).
- Social game (1) meant that both sexes could play together as it was considered a suitable activity for females.

Accept other relevant explanations of the characteristics of nineteenth century lawn tennis.

Maximum 4 marks

17 Using an example from sport, describe the term 'social change'.

[3 marks]

Marks for this question: AO1 = 2 and AO2 = 1

Award **one** mark for each of the following points.

- Social change – significant changes in social behaviours and/or cultural values (1) over time, leading to long-term effects (1) for example 'kick 4 life' (K4L) using football to bring about social change in deprived areas (1).

Accept other relevant definitions of social change. Answers must use examples.

18 'Kick it' out was established as a campaign with the brand name 'Lets Kick Racism Out of Football'.

Explain the impact of this type of campaign on society.

[3 marks]

Marks for this question: AO3 = 3

This type of campaign raises awareness of issues within society through the use of high profile sports (1) the campaign educates/re-educates reinforcing appropriate/acceptable social behaviours (1) to bring about a positive social change, in this case reducing racism in society (1).

Accept other valid explanations of the impact of this type of campaign (kick it out) on society. Other explanations could be around it not working.

Draft

19 The Church encouraged the post-industrial game of football.

Explain how they achieved this and their reasons for encouraging the development of football.

[8 marks]

Marks for this question: AO1 = 2, A02 = 3 and AO3 = 3

Level	Marks	Description
4	7-8	<p>Knowledge of reasons for how and why the Church encouraged the post-industrial game of football are comprehensive, accurate and generally well detailed.</p> <p>Application of breadth or depth of knowledge is clearly evident.</p> <p>Analysis and/or evaluation is consistently made between different relevant factors and their impact.</p> <p>Relevant terminology is used and the answer demonstrates good reasoning, is clear, coherent and focused.</p>
3	5-6	<p>Knowledge of reasons for how and why the Church encouraged the post-industrial game of football are generally accurate and well detailed.</p> <p>Application of breadth or depth of knowledge is often evident.</p> <p>Some analysis and/or evaluation is made between different relevant factors and their impact.</p> <p>Relevant terminology is used and the answer demonstrates some reasoning, and is mostly clear, coherent and focused.</p>
2	3-4	<p>Knowledge of reasons for how and why the Church encouraged the post-industrial game of football generally accurate with some detail.</p> <p>Application of breadth or depth of knowledge is sometimes evident.</p> <p>Limited analysis and/or evaluation is made between different relevant factors and their impact.</p> <p>Some relevant terminology is used and the answer demonstrates some reasoning, but may lack clarity and coherence.</p>
1	1-2	<p>Knowledge of reasons for how and why the Church encouraged the post-industrial game of football is limited.</p> <p>Application of breadth or depth of knowledge is limited or not evident.</p> <p>No analysis and/or evaluation is made between different relevant factors and their impact.</p> <p>Some relevant terminology may be used but the answer may lack clarity and coherence.</p>
	0	No relevant content.

Possible content may include:

AO1 - Knowledge

Identified reasons for how and why the Church encouraged the post-industrial game of football – simple statement, eg [How] the Church gave its approval by creating Sunday school teams. The Church teams were organised by the clergy for parishioners to play, they also provided facilities to play, eg land. [Why] the Church encouraged the game because it was a form of rational recreation and because it was a better form of the sport than mob games. It promoted muscular Christianity.

AO2 - Application

Applied explanation for how and why the Church encouraged the post-industrial game of football, eg in order to attract more people to Church, the Church created and encouraged Sunday school football teams. They organised football matches to counter the vices that were reported in towns and cities. It gave an opportunity for the clergy to come into contact with the wider community.

AO3 - Analysis

Linked explanation of reasons for how and why the Church encouraged the post-industrial game of football, eg the Church encouraged the rational form of football because it had been given rules; by encouraging playing to the rules this would improve the morals of the working classes and act as a form of social control. Meaning that less time was spent drinking, promoting muscular Christianity amongst the working classes.

Credit other relevant points explaining how the church encouraged the post-industrial game of football and their reasons for encouraging the development.

Draft

20 Analyse **and** evaluate the problems faced by women participating in sporting activities **and** the strategies used to increase their levels of participation.

[15 marks]

Marks for this question: AO1 = 4, AO2 = 5 and AO3 = 6

Level	Marks	Description
5	13-15	<p>Knowledge of problems faced by women participating in sporting activities and the strategies used to increase their levels of participation is extensive in relation to question context, accurate and well detailed.</p> <p>Application of breadth or depth of knowledge is clearly evident and relevant to the question context.</p> <p>Analysis and/or evaluation is comprehensive and consistently made between different relevant factors and their impact.</p> <p>Relevant terminology is used and the answer demonstrates a high level of reasoning, is clear, coherent and focused.</p>
4	10-12	<p>Knowledge of problems faced by women participating in sporting activities and the strategies used to increase their levels of participation is comprehensive, accurate and generally well detailed.</p> <p>Application of breadth or depth of knowledge is clearly evident and generally relevant to the question context.</p> <p>Analysis and/or evaluation is consistently made between different relevant factors and their impact.</p> <p>Relevant terminology is used and the answer demonstrates good reasoning, is clear, coherent and focused.</p>
3	7-9	<p>Knowledge of problems faced by women participating in sporting activities and the strategies used to increase their levels of participation is generally accurate and well detailed.</p> <p>Application of breadth or depth of knowledge is often evident.</p> <p>Some analysis and/or evaluation is made between different relevant factors and their impact.</p> <p>Relevant terminology is used and the answer demonstrates some reasoning, and is mostly clear, coherent and focused.</p>
2	4-6	<p>Knowledge of problems faced by women participating in sporting activities and the strategies used to increase their levels of participation is generally accurate with some detail.</p> <p>Application of breadth or depth of knowledge is sometimes evident.</p> <p>Limited analysis and/or evaluation is made between different relevant factors and their impact.</p> <p>Some relevant terminology is used and the answer demonstrates some reasoning, but may lack clarity and coherence.</p>
1	1-3	<p>Knowledge is limited.</p> <p>Application of breadth or depth of knowledge is limited or not evident.</p> <p>No analysis and/or evaluation is made between different relevant factors and their impact.</p> <p>Some relevant terminology may be used but the answer may lack clarity and coherence.</p>
	0	No relevant content.

Possible content may include:

AO1 - Knowledge

Identified problems faced by women participating in sport

Gender roles carry social expectations restricting access and opportunity to participate. Reduced access due to lack of child care facilities. Limited access to disposable income if managing the family rather than in full-time employment. Lack of transport.

AO2 - Application

Identified and explained the impact of discriminatory factors

Gender roles carry social expectations, for example women are expected to be more dainty/delicate, this view has been reflected in sport where sports such as tennis and swimming have been more socially acceptable for women to participate in than activities such as boxing or rugby where more contact is required, these activities have been viewed as having more male characteristics.

AO3 – Analysis/Evaluation

Linked explanation of factors to potential strategies and impact

Gender roles carry social expectations, for example women are expected to be more dainty/delicate, this view has been reflected in sport where sports such as tennis and swimming have been more socially acceptable for women to participate in than activities such as boxing or rugby where more contact is required, these activities have been viewed as having more male characteristics. This perception has meant that women's sport has been slow to develop in these types of areas but strategies such as improved links between schools and clubs and increased access to local clubs is slowly having a positive impact and changing some of these views.

Credit other relevant points in relation to the problems faced by women participating in sporting activities and the strategies used to increase their levels of participation

**Assessment Objective Grid
A-level Paper 1**

	AO1	AO2	AO3	Total
Anatomy and Physiology				
01	1 Recall			1
02	1 Recall			1
03.1	1	2		3
03.2		1	2	3
04.1	2 Recall			2
04.2		2		2
5	2	3	3	8
6	4 Quant	5 Quant	6 Quant	15
Total	11	13	11	35

Skill Acquisition				
07		1		1
08	1 Recall			1
09	3 Recall/Quant			3
10			3	3
11	2	2		4
12	2	3	3	8
13	4	5	6	15
Total	12	11	12	35

Sport in Society				
14	1 Recall			1
15	1 Recall			1
16	2	2		4
17	2	1		3
18			3	4
19	2	3	3	8
20	4	5	6	15
Total	12	11	12	35

Paper Total	35	35	35	105
AO% for paper	33.33%	33.33%	33.33%	100

AO1 % targeting knowledge in isolation on this paper	9.52%
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Quantitative Skills	17.14%
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