
A-level
PHYSICAL EDUCATION
7582/2

PAPER 2 FACTORS AFFECTING OPTIMAL PERFORMANCE 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

Draft

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

Exercise Physiology and Biomechanics

01 Identify the forces labelled **X** and **Y** in **Figure 1** that act on the runner during a race.

[1 mark]

Marks for this question: AO2 = 1

A

02 Training methods are used to improve physical fitness.

Which **one** of the following training methods would be used to improve aerobic endurance?

[1 mark]

Marks for this question: AO1 = 1

B

03.1 **Table 1** shows time and velocity data for the first 6 seconds of a 100m sprint.

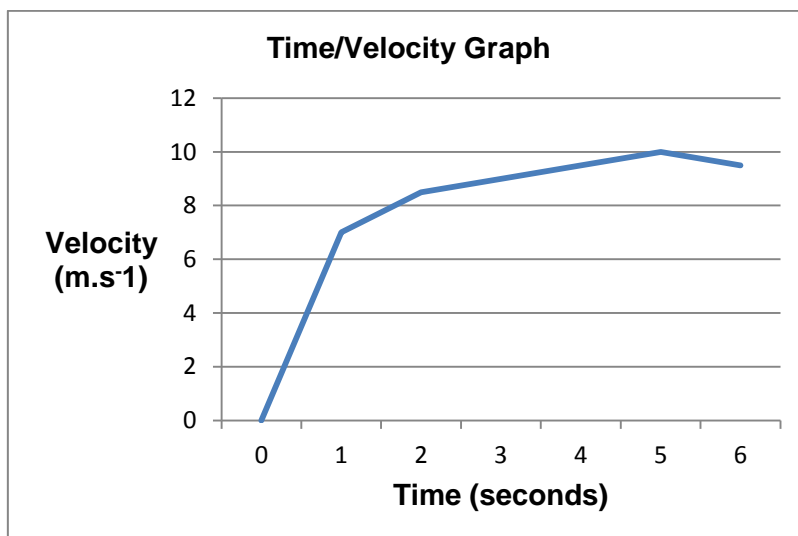
Plot the points from **Table 1** on the time/velocity graph.

[2 marks]

Marks for this question: AO2 = 2

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

- Plot all points accurately on axes given.
- Join points together.



03.2 Identify the period of time when acceleration was the greatest.

[1 mark]

Marks for this question: AO2 = 1

Greatest acceleration: Between 0-1 second.

04.1 Discus is another athletic event.

Describe how a lift force can be generated by a discus in flight.

[4 marks]

Marks for this question: AO1 = 4

Air molecules striking the under surface of the discus are accelerated (1) this causes a pressure difference between the upper and lower surfaces of the discus (1). This creates a pressure gradient (1) creating a lift force/Bernoulli effect (1).

Accept other relevant responses as to how a lift force can be generated by a discus in flight.

04.2 Explain how a high angle of attack will affect the distance travelled by the discus.

[3 marks]

Marks for this question: AO1 = 1 and AO3 = 2

AO1

- The discus does not travel as far/stalls (1).

AO3 (sub max 2 marks)

- A high angle of attack will mean the discus produces less lift /more drag (1).
- As a result, air begins to flow less smoothly over the top of the discus (1).
- Meaning that air flow over the top of the discus becomes more and more separated (1).

Maximum 3 marks

05 Explain why a warm-up is an important part of an exercise session.

[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

Identified the components of a warm up, eg a warm up is split into three phases each phase, has a specific function. The phases consist of a pulse raiser, stretches and a skill related practice. Each part of the warm up helps prepare the performer physically and mentally for exercise.

AO2 - Application

Identified changes that occur during a warm up that would benefit performance, eg during a warm up, there is an increase in muscle temperature as a result of gradually increasing the amount of work the body is doing. There is an increase in release of synovial fluid to allow the joints to move more freely.

AO3 - Evaluation

Explained the importance of the changes that occur during a warm up, eg during a warm up, there is an increase in muscle temperature. This means that flexibility of the muscle is increased and so there is less chance of injury/pulled muscle during the session. With increased synovial fluid release joints will achieve a smoother range of movement allowing correct techniques to be executed.

Credit other relevant points explaining why a warm-up is an important part of an exercise session.

06 **Figure 2** shows a dancer performing a spin as part of a routine.

Explain Newton's Laws of Motion in relation to the dancer spinning **and** how the dancer can alter her rate of spin.

[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 Newton's Laws and/or how the dancer can alter her rate of spin using simple statements, eg Newton's First Law states that that a body will continue to turn about its axis of rotation with constant angular momentum unless an external force is exerted upon it.

AO2 - Application

Explained Newton's Laws in relation to the dancer and/or how the dancer can alter her rate of spin, eg Newton's First Law states that a body will continue to turn about its axis of rotation with constant angular momentum unless an external force is exerted upon it. Therefore the dancer will continue to spin with constant angular momentum unless an external force acts on her.

AO3 – Analysis/Evaluation

Linked explanation of Newton's Laws in relation to the dancer and the rate of spin, eg Newton's First Law states that that a body will continue to turn about its axis of rotation with constant angular momentum unless an external force is exerted upon it. Therefore the dancer will continue to spin with constant angular momentum unless an external force acts on her. This is known as the principle of conservation of angular momentum. The dancer can alter her rate of spin by moving her limbs either closer or further away from the axis of rotation, therefore to increase her rate of spin she will need to bring her arms close to her body, without the ability to do this she will be unable to control the movement.

Credit other relevant points explaining Newton's Laws of Motion in relation to the dancer spinning and how the dancer can alter her rate of spin.

Section B

Sports Psychology

07 The inverted U theory suggests optimal arousal can improve performance.

Which **one** of the following statements is correct?

[1 mark]

Marks for this question: AO1 = 1

A

08 The Theory of Achievement Motivation suggests there are **two** personality types: Need to Achieve and Need to Avoid Failure.

Which **one** of the following statements best describes the characteristics of a performer with a Need to Achieve personality?

[1 mark]

Marks for this question: AO1 = 1

B

09 Motivation is used to increase the effort and persistence of a performer.

Explain how a coach can use different forms of motivation to improve performance. Use examples to support your answer.

[3 marks]

Marks for this question: AO3 = 3

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

- Intrinsic motivation by setting set goals/challenges that help the performer to develop feelings of self-satisfaction/pride (1).
- Extrinsic motivation by providing tangible rewards such as prizes/medal/cups/certificates (1).
- Extrinsic motivation by providing intangible rewards such as praise/records/applause (1).

10 Fiedler suggests that a task-orientated style of leadership should be used if the situation is classed as favourable.

Using an example, outline the characteristics of a favourable situation.

[3 marks]

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

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

AO1 (sub max 2 marks)

- Leader respected by group/leader has good relationship with group (1).
- Clear task/goal/roles (1).
- Good support network/high level of trust (1).
- Group highly motivated/high ability/highly successful/good resources/equipment/facilities (1).

AO2 (sub max 1 mark)

- For example, a popular basketball coach whose team are focused on winning the regional finals for the third consecutive year (1).

Accept other relevant responses outlining the characteristics of a favourable situation. Answers must use an example.

Maximum 3 marks

11 **Figure 3** shows Weiner's Model of attribution.

Define the term attribution **and**, using sporting examples, describe the different attributions labelled **B**, **C** and **D**.

[4 marks]

Marks for this question: AO1 = 1 and AO2 = 3

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

- Perceived reason/cause/blame for success/failure of performance (1).
- (B - effort) amount of practice/preparation given for performance by the performer (1).
- (C - task difficulty) standard of competition/opposition (1).
- (D - luck - factors beyond performer's control) – poor weather/ windy weather blowing shots off target/poor refereeing decisions, eg disallowing a goal (1).

12 Elite performers need to display a positive attitude to training and competition to be successful.

Explain the term attitude **and** using named psychological theories, outline how the negative attitude of a performer towards training could be changed. Use examples to support your answer.

[8 marks]

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

Level	Marks	Description
4	7-8	Knowledge of attitude and relevant theory is comprehensive, accurate and generally well detailed. Application of the theories used to change a negative attitude showing breadth or depth of knowledge is clearly evident. Linking of the theories used to change a negative attitude 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 attitude and relevant theory is generally accurate and well detailed. Application of the theories used to change a negative attitude showing breadth or depth of knowledge is often evident. Some linking of the theories used to change a negative attitude 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 attitude and relevant theory is generally accurate with some detail. Application of the theories used to change a negative attitude showing breadth or depth of knowledge is sometimes evident. Limited linking of the theories used to change a negative attitude 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 attitude and relevant theory is limited. Application of the theories used to change a negative attitude showing breadth or depth of knowledge is limited or not evident. No linking of the theories used to change a negative attitude 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.

Indicative content may include:

AO1 - Knowledge

Characteristics of an attitude are identified, eg attitudes are beliefs, values or feelings linked to an attitude object. Answers may include reference to the Triadic Model and its components, eg cognitive, affective and behavioural. Relevant psychological theories would include cognitive dissonance and persuasive communication.

AO2 - Application

Answers may include key terms and theories which are explained with examples.

The term 'attitude' may be expanded linking the components of the Triadic Model to sporting examples. For example, the cognitive component refers to knowledge about a specific sport, eg running, and may include points such as 'it is good to maintain fitness levels, for stress relief and to lose weight.'

The theories are explained with relevant examples. For example, an answer may outline Persuasive communication and include relevant points such as the messenger should be of high status and deliver a high quality message with new information given. Further points may include reference to the timing of the delivery of message and the resistance to change of the individual or current strength of attitude.

AO3 – Analysis

Answers may include linked factors to show the impact of how an attitude can be changed and affect future performance.

The student is able to link different factors together to explain the impact of each on sporting performance. For example, when using cognitive dissonance theory, by changing the cognitive component through provision of new information, such as the benefits of exercise, an individual may change their behaviour patterns and start to exercise on a regular basis. This form of linking and application can be repeated for each theory or component of an attitude.

Credit other relevant explanation points of attitudes. Answers must outline, using examples, how the negative attitude of a performer towards training could be changed

13 Successful teams often display cohesion.

Explain the importance of cohesion on group productivity **and** suggest strategies a coach can use to improve the actual productivity of a team.

[15 marks]

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

Level	Marks	Description
5	13-15	<p>Knowledge of the importance of cohesion on group productivity in relation to question context, accurate and well detailed.</p> <p>Application of strategies to improve actual productivity of a team showing breadth or depth of knowledge is clearly evident and relevant to the question context.</p> <p>Evaluation of the importance of cohesion and linking of the strategies to improve actual productivity of a team is 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 the importance of cohesion on group productivity is comprehensive, accurate and generally well detailed.</p> <p>Application of strategies to improve actual productivity of a team showing breadth or depth of knowledge is clearly evident and generally relevant to the question context.</p> <p>Evaluation of the importance of cohesion and linking of the strategies to improve actual productivity of a team 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 the importance of cohesion on group productivity is generally accurate and well detailed.</p> <p>Application of the strategies to improve actual productivity of a team showing breadth or depth of knowledge is often evident.</p> <p>Some evaluation of the importance of cohesion and linking of the strategies to improve actual productivity of a team 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 the importance of cohesion on group productivity is generally accurate with some detail.</p> <p>Application of strategies to improve actual productivity of a team showing breadth or depth of knowledge is sometimes evident.</p> <p>Limited evaluation of the importance of cohesion and linking of the strategies to improve actual productivity of a team 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 of the importance of cohesion on group productivity is limited.</p> <p>Application of strategies to improve actual productivity of a team showing breadth or depth of knowledge is limited or not evident.</p> <p>No evaluation of the importance of cohesion and linking of the strategies to improve actual productivity of a team made between different relevant factors and their impact. Some relevant terminology may be used but the answer may lack clarity and coherence.</p>
	0	No relevant content.

Indicative content may include:

AO1 - Knowledge

Explanation of key terms such as cohesion – the tendency of a group to stay together to achieve their goal/task. Other key terms may include, task cohesion, social cohesion, social loafing and the Ringelmann effect.

Answers may also explain that cohesion depends on group members, the task, the leader and other team based factors. Expanded answers may refer to the equation 'Actual productivity = potential productivity – losses due to faulty processes' and then explain the cause of faulty processes.

AO2 - Application

Answers may include key terms and theories which are explained with examples.

The term 'cohesion' may be expanded linking the types of cohesion to sporting examples. Similarly, other key terms are linked to examples, such as 'co-ordination losses' may be due to poor communication or misunderstanding of tactics.

AO3 – Analysis/Evaluation

Answers may include linked factors to show the impact of how cohesion can be developed and evaluation of the importance of cohesion.

The student is able to link different strategies together to explain the impact of each on sporting performance. For example, structured practice will ensure all players understand the tactics causing an improvement in task cohesion. Other points may include giving individuals specific responsibility or set goals, explaining specific roles within the team, providing feedback of performance. Similarly, strategies specifically linked to developing social cohesion can be outlined.

Evaluation of the importance of cohesion may include a reasoned discussion. For example, task cohesion is more important than social cohesion and a team can be successful with poor social cohesion. Social cohesion can undermine performance and the formation of cliques may be damaging as they may not challenge poor performance for fear of upsetting others.

Credit other relevant explanation points on the importance of cohesion on group productivity. Answers must suggest strategies a coach can use to improve the actual productivity of a team.

Section C

Sport and Society and Technology in Sport

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

[1 mark]

Marks for this question: AO1 = 1

A

15 Which **one** of the following definitions best describes the term sponsorship?

[1 mark]

Marks for this question: AO1 = 1

D

16 Explain how the structure of the World Class Performance Pathway supports the development of elite athletes.

[3 marks]

Marks for this question: AO2 = 3

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

- World class talent feeds into the pathway to identify those with the potential to progress through the pathway and places them on development programmes involving training and competing, eg canoe sprint (1)
- World class podium potential - comprising of athletes whose performances have suggested that they have realistic medal winning capabilities for 2020/newly funded sports that are demonstrating the ability to be competitive by 2020, eg British basketball (1).
- World class podium is the top/end of the pathway – supporting athletes who are likely to win a medal at the next Olympic/Paralympic Games based on previous performance success (ie a maximum of four years away from the podium) (1).

Accept other relevant explanations of how the structure of the World Class Performance Pathway supports the development of elite athletes.

Maximum 3 marks

17 State how the technological development of facilities and equipment can help to optimise elite performance.

[4 marks]

Marks for this question: AO1 = 4

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

- (Sports science support) – technology for biomechanical analysis to identify strengths/weaknesses in performance (1).
- High quality facilities to improve training leading to increased fitness (1).
- (Sports medicine) – technology for rehabilitation after injury for example soft tissue therapy (1).
- Technological innovation leading to improvements in kit, eg climate control clothing (1).

Accept other relevant responses as to how the technological development of facilities and equipment can help to optimise elite performance.

Maximum 4 marks

18 Evaluate the reasons why elite athletes will resort to taking illegal performance enhancing drugs.

[3 marks]

Marks for this question: AO3 = 3

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

- Winning margins are normally slender in power events therefore a performance enhancing drug (PED) that gives bigger/stronger muscles to generate more power could mean the difference between winning and losing (1).
- Long distance events rely on high levels of endurance to maintain required level of physical exertion needed to contend therefore some feel that without the use of PEDs they will not be able to sustain energy production for the duration of the race (1).
- Performance in elite competition creates high pressure situations which may negatively impact on performance, by taking PEDs to reduce anxiety/steady nerves athletes have a greater chance to perform at their optimum (1).

Accept other relevant evaluation points in relation to the reasons why elite athletes will resort to taking illegal performance enhancing drugs.

Maximum 3 marks

19 Many elite sports are now commercialised and seen as a form of entertainment.

Discuss the suggestion that an increase in the commercialisation of sport has been beneficial for performers and the sport.

[8 marks]

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

Level	Marks	Description
4	7-8	Knowledge of debate in relation to advantages of commercialisation is accurate and generally well detailed. Discussion of potential advantages and disadvantages is clearly evident. Relevant terminology is used and the answer demonstrates good reasoning, is clear, coherent and focused.
3	5-6	Knowledge of debate in relation to advantages of commercialisation is generally accurate and well detailed. Discussion of potential advantages is evident, with due consideration to potential disadvantages. Relevant terminology is used and the answer demonstrates some reasoning, and is mostly clear, coherent and focused.
2	3-4	Knowledge of debate in relation to advantages of commercialisation is generally accurate with some detail. Discussion of potential advantages is sometimes evident, but focus is mainly descriptive. Some relevant terminology is used and the answer demonstrates some reasoning, but may lack clarity and coherence.
1	1-2	Knowledge of debate in relation to advantages of commercialisation is limited. Discussion of potential advantages is limited, poorly focused or absent. 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 the beneficial impact of commercialisation using simple statements, eg increase in wages/increase in exposure to the general public.

AO2 - Application

Identified and explained the impact of commercialisation (simple statements), eg increase in performers' wages means they can train full time which will improve performance levels/performers become role models and can attract more youngsters to the sport increasing participation levels.

AO3 - Evaluation

Linked explanations and discussion of the impact of commercialisation, eg increase in performers' wages means they can train full time which will improve performance levels but they may want the money too much and are therefore prepared to take deviant means to succeed such as doping.

Performers become role models and can attract more youngsters to the sport increasing participation levels but that also means they have to portray a positive image as their behaviour is always under the spotlight. Poor behaviour on or off the pitch can reduce participation and spectator levels, as they will become poor role models.

Credit other relevant points in relation to the suggestion that an increase in the commercialisation of sport has been beneficial for performers and the sport.

20 Explain the potential benefits of the law becoming more closely linked to the world of sport and the issues which may cause this to occur.

[15 marks]

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

Level	Marks	Description
5	13-15	<p>Knowledge 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 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 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 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 possible benefits of the law becoming more closely linked to sport/reasons for the involvement of the law in sport, eg greater protection for those involved, for example spectator safety due to laws regarding seating in stadia.

Performer – Criminal assault – contract laws

Referees – Negligence

Supporters – Spectator safety

Sport – Negligence of a sports centre/commercial law/contracts

Environmental Law, eg siting of stadia.

Discrimination in sport on the basis of gender, disability, race/harassment in sport.

Match fixing/corruption/deviancy.

AO2 - Application

Explained possible benefits of the law becoming more closely linked to sport/reasons for the involvement of the law in sport, eg although performers accept the risks associated with their sport they have agreed only to accidental injury within the laws of the game/sport. The law attempts to protect them from criminal assault by either opponent or fans.

AO3 – Analysis/Evaluation

Analysis and evaluation to explain the possible sporting issues causing the increased involvement of the law in sport, eg performers are protected by the law from criminal assault by either opponents or fans. Although they may accept the risks associated with sport, they have agreed only to accidental injury within the laws of the game/sport. If an opponent displays aggression and causes an injury a performer can take them through the courts and may be able to claim compensation for loss of earnings. This should act as a deterrent for others which should make sport a fairer and safer place.

Credit other relevant points explaining the potential benefits of the law becoming more closely linked to the world of sport and the issues which may cause this to occur.

Assessment Objective Grid

A-level Paper 2

	AO1	AO2	A03	Total
Exercise Physiology and Biomechanics				
01		1		1
02	1 Recall			1
03.1		2 Quant		2
03.2		1 Quant		1
04.1	4 Recall			4
04.2	1		2	3
05	2	3	3	8
06	4	5	6	15
Total	12	12	11	35

Sports Psychology				
07	1 Recall			1
08	1 Recall			1
09			3	3
10	2	1		3
11	1	3		4
12	2	3	3	8
13	4	5	6	15
Total	11	12	12	35

Sport and Society and Technology in Sport				
14	1 Recall			1
15	1 Recall			1
16		3		3
17	4 Recall			4
18			3	3
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	12.38%
Quant %	2.86%

Paper 1 & 2 Total	70	70	70	210
AO% for paper's	23.33%	23.33%	23.33%	

AO1 % targeting knowledge in isolation on paper 1 & 2	7.99%
Quantitative Skills	7.29%

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