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Mark Scheme (Results)
Summer 2007

GCE

GCE Physical Education (6726) Paper 01

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Unit 6: Scientific Principles of Exercise and Performance (6726)

Section A: Exercise and Energy Systems

1	(a)	(i)	Define the concepts of energy and power and give the unit of measure for each. 1. Energy is defined as force x distance or work done/energy changes states/forms 2. Is measured in joules or KJ 3. Power is energy used/by time taken or force x velocity 4. Is measured in watts.	**(4)**
		(ii)	Calculate the power output of an athlete who has travelled 1500m in 2 minutes on a cycle ergometer with a fixed load resistance of 10kg attached. 1. Power (watts) = energy used ÷ time taken 2. Energy = force X distance 3. Energy = (10 kg X 10) (to produce a gravitational weight) X 1500m = 100(N) X 1500(m) 4. Energy = 150,000/147,150/14,000(J) 5. Power = 150 000 ÷ 120 seconds = 1250/1226.25/1225 watts.	**(5)**
	(b)	(i)	Explain the **all or none** law in relation to strength of muscular contraction. 1. If muscle fibres are to contract they must receive an electric impulse/action potential 2. If the action potential is not generated there will be no contraction 3. If the action potential reaches the muscle fibres then those fibres will contract 4. Only the fibres stimulated will contract, and they will contract maximally 5. Increased numbers of motor units are stimulated will produce more force.	**(3)**

		(ii)	Explain the sequence of events that cause a muscle to contract according to the **sliding filament** theory. Stage 1: 1. when the action potential reaches the sarcomere the motor end plates are depolarised 2. this depolarisation causes Ca2+ to be secreted from the "T" vessels within the cells sarcoplasm/saracoplasm reticulum. Stage 2: 3. calcium binds to troponin 4. tropomysoin complex moves/changes 5. this leaves active sights on the actin exposed 6. at the same time the myosin cross bridge is energised by the breakdown of ATP 7. the result is that the actin and myosin attach/myosin binds to active site/cross bridge is formed. Stage 3: 8. myosin head tilts towards the centre of the sarcomere/power stroke 9. which causes the actin to move towards the centre of the sarcomere/slide over the myosin/sarcomere gets smaller or similar description or reference to movement of bands/changing distance of Z bands 10. this cross bridge is immediately broken and then recreated as long as calcium is present 11. ATP is also essential to energise the myosin to facilitate the release of the cross bridge 12. ratchet mechanism.	**(7)**
	(c)	In the context of ATP breakdown and re-synthesis, define the terms exothermic, endothermic and coupled reactions and give an example of each. 1. Exothermic = giving off 2. eg the splitting of PC in the presence of Creatine Kinase gives off energy 3. Endothermic = taking in 4. eg the use of the energy to rebuild the ATP compound 5. Coupled reactions coupling the needs of two reactions 6. eg energy being given off serves the need of the next stage 7. ATP $\xrightarrow[\text{Atpase}]{}$ ADP + pi + energy (exothermic reaction) PC $\xrightarrow[\text{Creatine Kinase}]{}$ Pi + energy (exothermic reaction) (coupled reaction) energy + pi + ADP $\longrightarrow$ ATP (endothermic reaction)	**(6)**
				(Total 25 Marks)

2	(a)	Explain how a neural impulse is transferred from the central nervous system to skeletal muscle. 1. Impulse detected at the motor neurone pool 2. Dendrites conduct the impulse into the cell body 3. If the impulse is large enough/depolarisation is large enough/ above threshold it continues/all or none law 4. The now concentrated/stronger impulse travels away from the cell body along the axon towards muscle fibres 5. The impulse is protected and speeded up by the presence of the insulating myelin sheath 6. Speed of conduction is increased further at the Nodes of Ranvier as the impulses jump across the gaps in the myelin sheath 7. The action potential at a given point in the axon produces a diffusion of Sodium ions (Na+)/Potassium ions (K+) 8. This enables further transmission of the impulse/ 9. The message travels along the axon to the synaptic knobs/axon terminals/neuromuscular junction 10. Here acetylcholine is secreted into the synaptic cleft/synapse 11. Acetylcholine is the neurotransmitter which allows the motor end plate to depolarise.		**(7)**
	(b)	The body utilises three energy pathways to re-synthesise ATP.		
		(i)	Name the **three** pathways and describe how each works. Max of 3 per pathway. 1. ATP-PC/alactic pathway 2. Creatine Kinase catalyses the breakdown of PC into P_i + C + energy 3. The energy is used to recreate ATP from the P_i and the residue ADP 4. Lactic acid pathway 5. Glycolysis 6. Glucose is broken down in the presence of glycolytic enzymes producing 2 x ATP & 2 mmolls of pyruvic acid 7. Aerobic energy pathway 8. Respiration 9. The pyruvic acid is broken down to acetal coenzyme A/ oxaloacitic acid/enters Kreb's cycle to produce up to 36 additional ATP's.	**(9)**

		(ii)	Identify a sporting activity that would utilise each pathway as its primary energy provider and explain why. Sub max of 2 per pathway. ATP-PC/alactic pathway: 1. shot put 2. very short duration activity requiring maximal intensity. Lactic acid pathway: 3. 200m 4. lasts longer than the 10secs or so that can be primarily fuelled by the ATP – PC pathway and at an intensity greater than that which can be fuelled by the aerobic pathway. Aerobic energy pathway: 5. 10,000m track race 6. intensity is lowered to cater for the longer duration and the body can provide significant contributions to the required ATP aerobically.	**(6)**
	(c)	Define the term **OBLA** and describe how an athlete may use this knowledge. 1. OBLA is the "Onset of Blood Lactate Accumulation" 2. Is the point at which lactate levels within the blood meet or exceed 4mmolls 3. Associations have been made with this level of blood lactate levels and a drop off/decline in performance 4. Is the point at which lactic acid production is greater than the bodies' capacity to utilise/remove it 5. Links to anaerobic/training thresholds/HR/intensities 6. Perform just below, at or just above 7. Train just above to raise lactate threshold/anaerobic threshold 8. Train to increase buffering.		**(3)**
				(Total 25 Marks)

Section B: Sports Mechanics and Sports Psychology

3

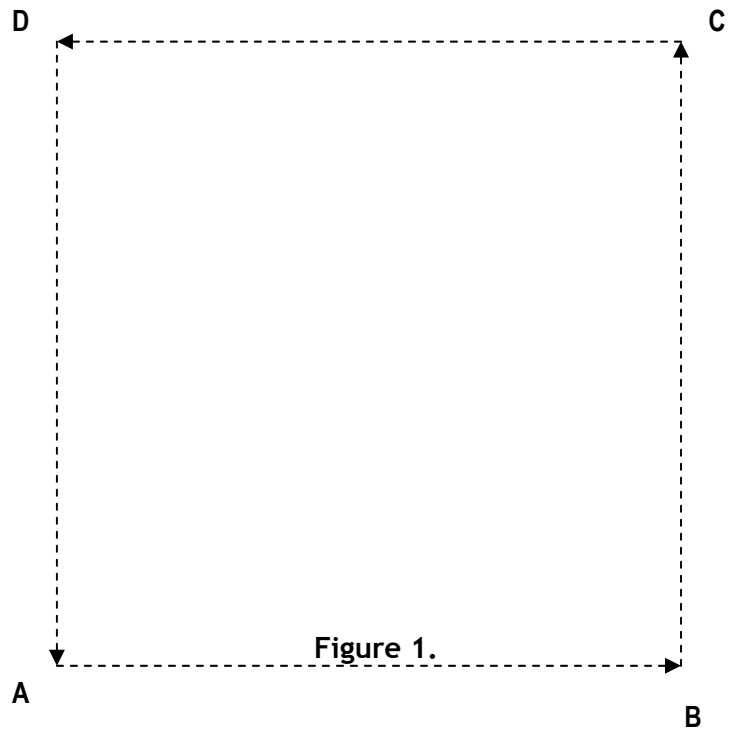


Figure 1.

Figure 1 shows the path of a ball as it is passed along the ground, around a square in a football practice, between the players A, B, C and D. Each side of the square is 15m in length.

(a) Showing all your workings, if the ball starts at player A, calculate:

(i) The distance the ball has travelled when it reaches C. **(1)**

1. 30m

(ii) The displacement of the ball as it reaches C. **(3)**

Sub max of 2 for size/magnitude.

1. Magnitude/size = $\surd 15^2 + 15^2$
2. $=\surd 225+225 = \surd 450$
3. =21.21m.

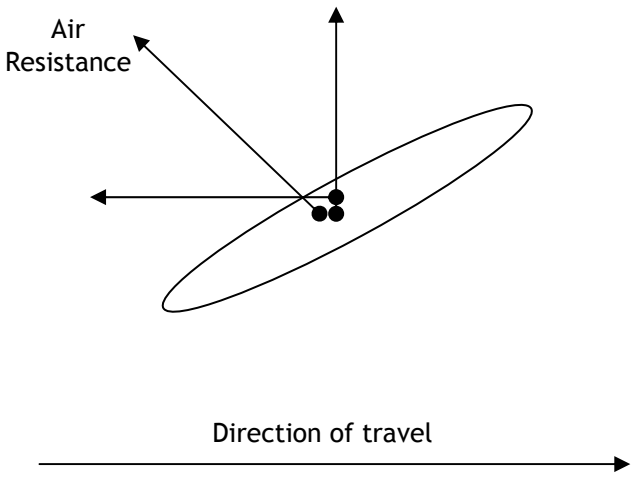
1 mark for direction.

4. Along the diagonal of the square, at 45 degrees to the left of B/or equivalent.

(iii) The displacement of the ball as it completes one circuit. **(1)**

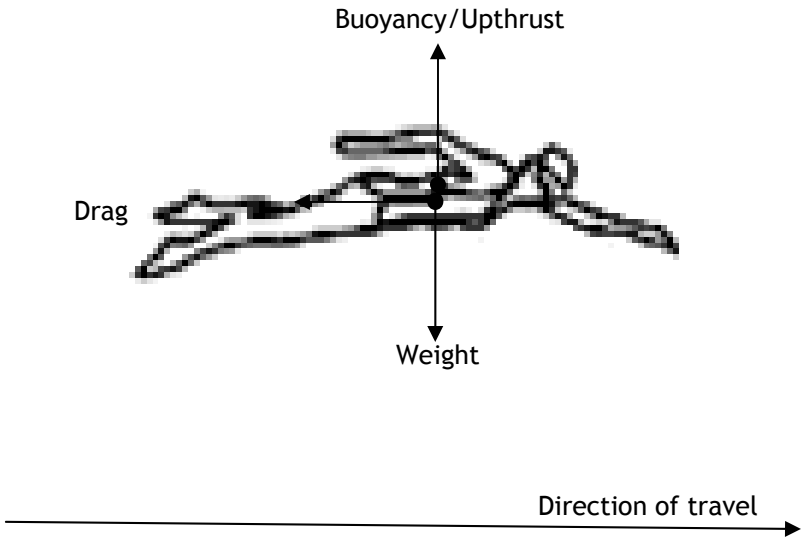
1. Displacement = 0

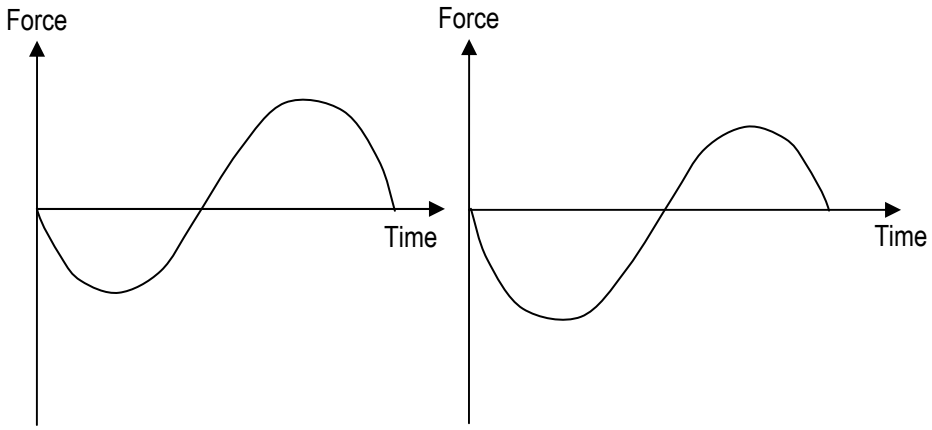
	(b)	(i)	It takes the ball 2 seconds to travel from **C** to **D**. Calculate the average speed of the ball as it moves from **C** to **D**. 1. Average speed = distance/time taken = 15/2 2. Average speed = 7.5ms^{-1} (no units/incorrect units, no mark).	**(1)**
		(ii)	The speed of the ball is measured as it leaves **D** and as it arrives at **A**, and the values below are recorded. Speed at **D**: 10 ms^{-1}; Speed at **A**: 6 ms^{-1} It takes the ball 1.9 seconds to travel from **D** to **A**. Calculate the average acceleration of the ball between the two points. 1. Average acceleration = (final speed – initial speed)/time taken 2. Average acceleration = (v-u)/t = (6 – 10)/1.9 = -4/1.9 3. Average acceleration = -2.11 ms^{-2} (no units/incorrect units, no mark for answer).	**(2)**
		(iii)	State Newton's Second Law, and use it to explain your answer to part (b) (ii). 1. The acceleration of a body/the rate of change of momentum of a body is proportional to the force causing it and takes place in the direction in which the force acts/F=ma 2. The resultant acceleration is negative/the ball is slowing down 3. Therefore the resultant force must be acting against the direction of travel/friction/air resistance is slowing the ball down.	**(3)**

		(iv)	State Newton's First and Third Laws, and use them to explain the motion of the ball in the above practice. Sub max of 3 per law. 1st law: 1. every body at rest, or moving with constant velocity in a straight line, will continue in that state unless compelled to change by an external force exerted upon it 2. there must be a force acting upon the ball because the velocity is not constant 3. the velocity is not constant because friction/air resistance is slowing the ball down 4. the force applied to the ball by the player kicking it causes it to move from being at rest 5. the force applied by a player controlling/kicking the ball causes its motion to change. 3rd law: 6. for every action, there is an equal and opposite reaction 7. the force exerted on the ball by the player is equal but opposite to the force exerted on the player by the ball 8. the force exerted by the ball on the ground is equal and opposite to the force exerted by the ground on the ball/or equivalent.	**(6)**
	(c)	(i)	Draw and label a diagram that shows air resistance, lift and drag acting on a discus in flight in relation to its direction of travel.  (Forces must act on the discus and away from the discus). 1. 1 mark for correctly identifying lift 2. 1 mark for correctly identifying drag in relation to throw 3. 1 mark for correctly identifying air resistance in relation to throw.	**(3)**

		(ii)	Explain how lift force is achieved in discus and how it can be optimised. 1. Discus must be angled to achieve lift 2. Air flow over top of discus has high velocity = low pressure 3. Air resistance along the bottom of the discus has lower velocity = high pressure 4. This creates a pressure difference 5. Objects move from high pressure to low pressure = lift 6. The greater the velocity of the object the greater the air flow, the greater the lift 7. Optimum angle of attack increases lift, whilst minimising drag.	**(5)**
				(Total 25 marks)

4	(a)	Identify the body's **three** axes of rotation and use sporting examples to explain the movement that occurs around each one. No examples – no marks for explanations. Max of 3 for identifying. Max of 3 for appropriate examples. 1. Frontal/lateral axis (line from side to side across the body)/or equivalent 2. Forward roll/any example that would be observable from the side that involves whole body movement 3. Sagittal/transverse/dorso-ventral axis (line from front to back through the body)/or equivalent 4. Cartwheel/any example that would be observable from the front/back that involves whole body movement 5. Vertical/longitudinal axis (line from head to toe) or equivalent 6. A pirouette in ice skating/spinning movements that are viewed from the top that are whole body movements/rotation/medial/ lateral rotation.	**(6)**
	(b)	Explain how back spin influences a ball's flight. Back-spin: 1. airflow over bottom of ball in opposite direction of spin 2. airflow on bottom of ball has low velocity therefore higher pressure 3. airflow over top of ball in same direction as spin 4. airflow over top of ball has high velocity and therefore lower pressure 5. resultant vertical force acting upwards on ball/Magnus effect 6. ball will move from area of high pressure to low pressure/which pushes ball upwards 7. so ball stays in air slightly longer quicker 8. therefore ball has to be hit slightly lower initially to stop it going out/long 9. therefore ball has to be hit with less force to stop it going out/long. Appropriate labelled and explained diagram is acceptable.	**(6)**

	(c)	(i)	Label the diagram below to show the external forces acting on a swimmer in relation to the direction of motion.  1. 1 mark for correctly identifying buoyancy 2. 1 mark for correctly identifying drag in relation to travel 3. 1 mark for correctly identifying weight.	**(3)**
		(ii)	There are a number of strategies that a swimmer uses in order to minimise the effects of one of these forces. Identify which force the swimmer attempts to minimise and explain how the swimmer can reduce this force. 1 mark for correctly identifying force. 1. Swimmer attempts to minimise drag. Max of 4 for explanation. 2. Minimise frontal resistance by maintaining optimal body position 3. Minimise frontal resistance by keeping limbs in streamlined position/stop them sticking out laterally/to the side too much 4. Wearing appropriate swimwear reduces fluid/skin friction 5. Shaving/removal of body hair is an attempt to reduce skin friction 6. Minimise parts of body moving through surface of water to reduce surface friction.	**(5)**

	(d)	During the time a sprinter's foot is in contact with the ground it experiences different forces. Draw **two** force/time graphs: • one to show the force acting on the foot as the athlete accelerates • one to show the force acting on the foot as the athlete decelerates **Accelerating** **Decelerating**  Max of 3 for accelerating. 1. Correct shape of graph/s-curve 2. Initially force is negative 3. positive force is larger than negative/area of positive force is larger than area of negative positive. Max of 3 for decelerating. 4. Correct shape of graph/s-curve 5. Initially force is negative 6. Negative force is larger than positive/area of negative force is larger than area of positive force.	**(5)**
			(Total 25 marks)

5	(a)	Using examples from sport, define the terms **aggression**, **instrumental aggression** and **assertion**. Sub max of 2 for each. **Aggression**: 1.intent to harm; 2. outside the rules/laws; 3. suitable eg **Instrumental aggression**: 4.Intent to harm; 5.Inside the rules/laws; 6. Suitable eg **Assertion**: 7.No intent to harm; 8.Inside the rules/laws; 9. Suitable eg	**(6)**
	(b)	List **five** strategies a coach can use to reduce aggressive behaviour in a player. 5 marks for 5 of: 1. introduce cathartic strategies 2. control arousal by managing stress 3. teach relaxation 4. somatic techniques 5. teach selective attention/concentration/channelling aggression 6. put player in non-aggressive situation position 7. remove player/substitution 8. punish player 9. reinforce desired behaviour/non aggressive/assertive 10. show non aggressive role models 11. encourage positive non aggressive team ethos/emphasise that aggressive play will punish whole team/let the team down 12. imagery/visualisation 13. self talk 14. player behaviour contract/goal setting 15. counselling.	**(5)**
	(c)	Explain how a coach would structure their practice sessions if they were applying the cognitive approach to learning. 5 marks from: 1. skills would be practiced as a whole/not broken down into parts/sub-routines/holistic approach 2. trial and error practice would be used 3. to encourage performers to solve problems 4. the coach would use appropriate reinforcement depending upon the outcome 5. the coach would also explain why they are performing certain skills/why the skill should be performed in a certain way 6. this will allow the performer to develop an understanding of what they are doing and why 7. insight will happen/Eureka moment 8. the coach would need to set up practices so rewards/ enjoyment is possible because learning takes longer using this method and de-motivation is possible 9. allow time for discussion to help players work out solutions.	(5)

	(d)	Explain the effect that the presence of others may have on sports performance. 5 marks from: 1. increased arousal due to presence of others 2. increased anxiety as a result of increased arousal/make nervous/make mistakes/social inhibition 3. might try harder/social facilitation 4. dominant response will occur/beginners make more mistakes/experts perform better 5. evaluation apprehension/worried about what the audience thinks of performance 6. audience will have greater effect if they are seen as important by the performer 7. co-action affect/co-active audience will increase arousal levels 8. distraction effect 9. effect on attention band/focus on attention 10. proximity effect.	**(5)**
	(e)	Name **four** strategies that a performer or coach could use to manage the effect of a crowd on performance. 4 marks from: 1. somatic techniques/centring 2. progressive muscular relaxation 3. breathing techniques 4. reduce physical activity to allow arousal levels to reduce 5. cognitive techniques/positive thinking 6. self talk 7. visualisation/mental rehearsal/imagery 8. target setting 9. attention/selective attention 10. thought stopping 11. practice with distractions 12. hypnosis.	**(4)**
			(Total 25 marks)

6	(a)	Identify and explain **one** method of **personality assessment**, highlighting the drawbacks of your chosen method. 1 mark for identified method. 1. Interview/psychometric test/questionnaire/Cattells 16PF/SCAT/Eysenck)/observation. 1 mark for explanation of test. 2. Results analysed to give profile/behaviour recorded and analysed/discussion and analysis. Max of 3 marks for disadvantages from: 3. ambiguous questions/vague questions 4. analysis of results takes time 5. very subjective/results/questions can be interpreted differently by different people 6. subjects may lie/self serving bias 7. gives socially desirable answers/gives answers they think they should/is expected 8. may behave differently in real situations as opposed to lab conditions 9. mood/emotionality may effect results 10. observer may not interpret behaviour correctly 11. misinterpretation of answers/questions 12. culturally specific questions.	**(5)**
	(b)	Bandura suggested that self-efficacy is influenced by **four** factors. Define these four factors. 1. Performance accomplishments: having prior success/failure 2. Vicarious experience: observing others of a similar/lesser ability successfully complete the activity/skill they are attempting 3. Verbal persuasion: verbal encouragement by significant others 4. Emotional arousal: arousal/anxiety will effect feelings of confidence/being able to control arousal/anxiety.	**(4)**

	(c)		What is **learned helplessness** and how can it be overcome? Use examples from sport to support your answer. Max of 3 from: 1. feeling that failure is inevitable/having no control over negative events 2. can be for specific situations/links to self efficacy/state or can be global/for all sports/competition/trait 3. perpetuates/enhanced if performance outcomes are incorrectly attributed to internal and stable factors. Max of 3 from: 4. attributional re-training 5. attribute good performances to internal-stable factors eg ability 6. attribute good performance to internal-unstable factors eg high effort/good preparation 7. attribute poor performances to external factors eg referee/luck 8. attribute poor performances to internal-unstable factors eg low effort/poor preparation 9. manipulate box of control/internal/unstable factors 10. concentrate/reflect on performance rather than outcome 11. use of stress management techniques 12. set SMART targets.	**(5)**
	(d)	(i)	According to the multi-dimensional approach, anxiety is made up of more than one component. Explain how each component is related to sports performance. 3 marks from: 1. cognitive state anxiety 2. somatic state anxiety 3. self-confidence 4. trait anxiety. 3 marks from: 5. cognitive anxiety is directly, negatively proportionally related to performance. Performance is best when cognitive anxiety is low/performance is worst when cognitive anxiety is high 6. somatic anxiety relationship to performance is that of an inverted 'U'/Low/high levels of somatic anxiety lead to poor performance/optimum levels of arousal lead to best performance 7. levels of self confidence is related to anxiety/low self confidence is more likely to suffer from anxiety/high self confidence is less likely to suffer from anxiety 8. high trait anxiety will suffer higher levels of state anxiety/low trait anxiety will be less likely to develop state anxiety/tendency to be nervous in most situations.	**(6)**

		(ii)	Suggest strategies for managing pre-competition anxiety. 1. Centring – cognitive and somatic 2. Progressive muscular relaxation – cognitive and somatic 3. Breathing techniques – somatic 4. Reduce physical activity to allow arousal levels to reduce - somatic 5. Positive thinking – cognitive 6. Self talk – cognitive 7. Visualisation – cognitive and somatic 8. Target setting – cognitive 9. Attention/selective attention/focus on relevant cues – cognitive 10. Thought stopping – cognitive 11. Disassociation/change perspective e.g. 'not a final' 12. Association/conditioning eg tunnel vision.	**(5)**
				(Total 25 marks)

The responses for this section are marked out of 25, but section C will be given twice the weighing in accordance with the specification.

Section C: A Synoptic Analysis of Scientific Principles

7 Discuss the various long term strategies undertaken by elite athletes in preparation for global competitions.

Skill acquisition:

- technique Work
- manipulation of training to enhance skill development
- variety of practice conditions
- adoption of feedback methods to aid technique and skill development
- set plays/routines.

Sports psychology:

- motivational techniques
- aggression control
- stress management techniques
- arousal control
- anxiety control
- strategies to improve confidence
- focus control/mental rehearsal
- target setting/SMART(ER)
- team cohesion.

Exercise & training:

- fitness testing
- gap analysis/target weaknesses
- planning of training cycles
- detailed individual training programme
- variety of training methods/acclimatisation training.

Exercise and energy systems:

- establishment of thresholds/OBLA/Lactate threshold
- manipulation of recovery process
- controlled diet
- target of structural and functional adaptations.

Sports mechanics;

- work with specific equipment/tailor made equipment & clothing
- force analysis
- technique analysis
- work with body position/streamline/aerodynamics.

Socio-cultural aspects:

- media exposure
- funding/sponsorship/endorsements
- work at sports academies/sports institutes.

(Total 25 marks)

8 Discuss the view that elite athletes are born, not made.

Skill acquisition:
- inherited abilities/genetics
- access to more advanced feedback methods.

Sports psychology:
- highly qualified sports psychologists
- able to use a variety of psychological techniques to cope with stress/success/failure
- personality types
- nature vs nurture
- aggressive/ assertive tendencies.

Exercise & training:
- structure of body more suited to sporting performance
- access to better training facilities
- access to hypoxic chambers/hydrostatic pools etc
- living/born at altitude gives advantage
- more accurate fitness assessment
- more precise and reliable fitness monitoring equipment/techniques
- rehabilitation is quicker due to advance technology.

Exercise and energy systems:
- establishment of thresholds/OBLA/Lactate threshold is more accurate
- monitoring of recovery process
- controlled diet/scientifically controlled nutrition
- assessment and monitoring of structural and functional adaptations is more accurate
- highly qualified sports physiologists
- physiological make up means athletes are more suited to use of certain energy systems
- due to muscle fibre make up
- which also means they can recover from physical activity faster / more efficiently

Sports mechanics:
- work with specific equipment/tailor made equipment & clothing
- more technologically advanced assessment and monitoring equipment
- access to best biomechanists
- genetic make up means that internal levers are more effective than those of others.

Socio-cultural aspects:
- media exposure
- funding/sponsorship/endorsements
- full time athletes as opposed to part time
- work at sports academies/sports institutes/access to institutes of sports
- full time, year round support from back up team
- access issues
- gender Issues.

(Total 25 marks)

9 Discuss how modern technology aids an athlete's preparation for competition.

Skill acquisition:

- variety of feedback techniques allows weaknesses to be highlighted and targeted
- machinery/equipment now allows recreation of sporting environment in order to make practice more specific
- tailored equipment to maximise efficient technique.

Sports psychology:

- advanced technology allows monitoring of stress levels/arousal/anxiety.

Exercise & training:

- ability to re-create any training environment without having to travel
- advanced fitness assessment methods.

Exercise and energy systems:

- precise establishment of thresholds is now possible
- ability to target specific structural and functional adaptations
- able to produce food supplements/nutritional supplements that control the diet.

Sports mechanics:

- tailor made equipment & clothing
- advanced materials
- technique analysis is now instant/virtual models can now be created
- body position/streamline/aerodynamics is now extremely advanced.

Socio-cultural aspects:

- media coverage is now advanced/hawkeye/ultra-motion/'pocket cam'/'stump-cam'
- interactive viewing is moving sport into the home/more accessible In the home.

(Total 25 marks)

10 Discuss what an athlete would do during the final 72 hours prior to competition in order to maximise performance.

Skill acquisition:
- rehearsal of routines and set plays
- game plan.

Sports psychology:
- mental rehearsal
- stress management/arousal control/anxiety control
- coping strategies
- focus/changing personality
- aggression control.

Exercise & training:
- tapering of training schedule
- appropriate warm up routine.

Exercise and energy systems:
- suitable recovery period between final session and competition
- appropriate sleep
- replenishment of all energy stores
  dietary manipulation to ensure readiness for competition/ hydration.

Sports mechanics:
- appropriate clothing for conditions of competition
- appropriate equipment for conditions of competition.

Socio-cultural aspects:
- press conferences/media interviews
- learn/rehearse national anthem/expressions of national pride.

(Total 25 marks)

Mark Band	Description	Likely Characteristics
22 – 25	The essay synthesises information **from all relevant study areas** to answer the question in full. There is some in-depth analysis and balanced **debate of the issues** with **correct use of technical language** and factual information throughout, demonstrating a clear understanding of the subject matter. **A range of accurate practical examples predominantly taken from relevant scientific units** supports the vast majority of points.	A well structured essay with continuous prose. Predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear, concise and relevant throughout.
18 – 21	The essay synthesises information **from most of the relevant study areas** to address the key issues raised in the question. A good understanding is demonstrated through a **good use of technical language**, **some detailed analysis and balanced debate** of key points. Factual information and accurate examples, **many taken from relevant scientific units**, are used in support of points made.	A well structured essay with predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear and concise but may occasionally make an irrelevant comment.
14 – 17	The answer synthesises information from a **limited number of study areas** in an attempt to address the key issues raised in the question. A sound understanding is demonstrated through the use **of some technical language**, factual information and **relevant practical examples**, some of which are taken from scientific units. Some analysis and debate is evident, although this may be **lacking both in depth and balance.**	An obvious attempt to structure the essay. Fundamentally sound use of terminology. Generally clear and concise with limited inaccuracies. Satisfactory spelling, punctuation and grammar.
10 – 13	An essay that addresses a **limited number of key issues** but lacks **the depth of synoptic rigour** required. There is **little evidence of analysis and technical language**, although **some basic understanding of the subject area** is demonstrated. Relevant points may be supported by examples but only partially developed.	A basic structure is evident. Some incorrect use of terminology. There may be errors in spelling, punctuation and grammar. A number of inaccuracies.
7 – 9	An essay that **fails to address many parts of the question.** There **is little evidence of synoptic analysis** with **sweeping statements** that may contain some relevant information but **generally remain unsupported by evidence or accurate examples** and suggest limited understanding. Irrelevant points and repetition may be used to pad out the answer.	A poorly structured essay in which there may be errors in spelling, punctuation and grammar. Incorrect use of terminology. A significant proportion of material is irrelevant.
0 – 6	**An essay that mostly fails to address the question and contains many inaccuracies and irrelevancies.** Very little evidence of synoptic analysis with statements that demonstrate a lack of understanding.	A poorly structured essay. Incorrect spelling, punctuation and grammar. Incorrect use of terminology. Many inaccuracies.