

Mark Scheme (Results) January 2008

GCE

GCE Physical Education (6721) Paper 1

Unit 1: The Social Basis of Sport and Recreation (6721)

Section A - The UK and European Context

Question Number	Answer	Mark
1 (a)	<p>Any four of the following:</p> <ol style="list-style-type: none"> 1. allowed fixtures/travel between different towns, areas and schools 2. problems over regional rules led to need for national/standard sets of rules 3. led to development of governing bodies to regulate and codify sport 4. developed regular fixtures/league/national cup competitions/championships 5. allowed spectators to get to matches/rise of spectatorism 6. promoted outdoor recreations for upper classes/fishing and walking 7. allowed development of national media which promoted sport 8. transport and forms of travel became sports activities. <p style="text-align: right;">(4 x 1)</p>	(4)
1 (b)	<p>Any three of the following:</p> <ol style="list-style-type: none"> 1. students had come from different schools/brought different sets of rules 2. need to compromise the rules/acting as a melting pot 3. began writing up rules/formally recording rules 4. example of Cambridge football rules 5. graduates then took these rules into society/spread through society 6. varsity games became the pinnacle of sport/helped develop the popularity of sport 7. role of the blues in taking up influential positions in sports clubs and governing bodies/led to formation of NGB's eg FA. <p style="text-align: right;">(3 x 1)</p>	(3)

Question Number	Answer	Mark
1 (c)	<p>Any six of the following:</p> <p><u>How</u></p> <ol style="list-style-type: none"> 1. military drill/physical training made compulsory in all schools 2. model course introduced in 1902 3. early course/syllabuses written by army/Colonel Fox/War Office/led in schools by NCOs/drill sergeants/former military personnel 4. emphasis on discipline/obedience/fitness 5. Command Response style of teaching. <p><u>Why</u></p> <ol style="list-style-type: none"> 1. preparation for war/need for a fit/disciplined army 2. constant threat of war/Britain involved in most conflicts 3. need to defend the Empire/Imperial power 4. failure of Boer War/blamed on lack of fitness amongst working class 5. reaction to European influence/need to reinstate national pride. <p style="text-align: right;">(6 x 1)</p>	(6)
1 (d)(i)	<p>Any three of the following:</p> <ol style="list-style-type: none"> 1. young people now have more alternatives in their leisure 2. rise in popularity/access of computer/TV/video 3. rise in car ownership/transport issues 4. school run now done by car/not walking 5. pressures on school curriculum/squeezing out time for sport 6. fast food/junk food/poor diet. <p style="text-align: right;">(3 x 1)</p>	(3)
1 (d)(ii)	<ol style="list-style-type: none"> 1. LEA's/Sport England promoting programmes such as walking/buses/safe routes to school/encouraging pupils to walk/bike to school (1) 2. sports mark/active mark awards encouraging schools to promote exercise (1) 3. TOP sport scheme developed to introduce young people into sport (1) 4. Sports leaders courses/sporting ambassadors/using people as role models to encourage others 5. PESSCL strategy/developing school and club links/ extracurricular sport programmes 6. examples of grass roots schemes in sports. <p>Allow up to 2 marks for identification of up to two individual sports programmes.</p>	(5)

Question Number	Answer	Mark
1 (e)	<p>1 mark for correct definition. Up to 3 marks for explanation.</p> <ol style="list-style-type: none"> 1. a group identified as not participating fully in sport and recreation 2. a minority group/not WASP 3. group that has issues in terms of access to sport and recreation 4. groups with low self esteem/suffer from negative stereotypes 5. 1 mark awarded for a correctly identified target group old/disabled/young/unemployed/low income/ethnic minorities/female. <p style="text-align: right;">(4 x 1)</p>	(4)
2 (a)(i)	<p>Any three of the following:</p> <ol style="list-style-type: none"> 1. festival days/local gentry 2. <u>holy</u> days/church days/wakes 3. Church grounds used/Church patronage 4. village green/common land/street/road/field/whole village 5. during less busy times of year/agricultural seasons 6. public house/baiting pit/bull ring/market place. <p style="text-align: right;">(3 x 1)</p>	(3)
2 (a)(ii)	<p>Any four of the following:</p> <ol style="list-style-type: none"> 1. limited/few/simplistic rules/unorganised 2. mob/large numbers taking part/mass participation 3. rural/large space used/no boundaries 4. violent/rough/cruel/blood sports/aggressive/male dominated 5. prizes to winners/wagering/bets placed/gambling 6. patronage by upper classes 7. localised/played local teams 8. would last all day/no time limits 9. basic/natural equipment/low cost/bladders 10. prepare for combat/war. <p style="text-align: right;">(4 x 1)</p>	(4)
2 (b)	<p>Any three of the following:</p> <ol style="list-style-type: none"> 1. model course written by War Office 2. Colonel Fox was main influence in early years 3. failure of Boer War 4. Ned for fit soldiers 5. early PE dominated by drill and physical training. <p style="text-align: right;">(3 x 1)</p>	(3)

Question Number	Answer	Mark
2 (c)	<p>Any five of the following:</p> <ol style="list-style-type: none"> 1. gate receipts/ money from paying spectators 2. selling advertising space to companies around the pitch or on clothing 3. sponsorship 4. media funding/TV money/pay per view TV 5. merchandising/club shops/selling club shirts 6. club lotteries 7. hiring facilities for corporate or entertainment 8. prize money/league position 9. investors 10. selling shares/bonds/floating on stock exchange/becoming a plc. 11. sale of players to other clubs. <p style="text-align: right;">(5 x 1)</p>	(5)
2 (d)	<p>Any five of the following:</p> <ol style="list-style-type: none"> 1. mention of world class programme 2. funding/grants/lotto funds to enable training 3. funding to allow access to equipment/kit/coaching 4. access to UKSI network/sports institute 5. support from sports scientists as part of UKSI 6. BOA- funding/medical assistance 7. SAF/sports aid- funding/assistance with training costs 8. NCF/Sports Coach UK - coaching qualifications/bursaries for coaching development 9. NGB programmes/support/use of national academies 10. money for warm weather/altitude training 11. support from ACE/advice on careers and education 12. TASS/sports scholarships from schools, college, universities to assist with training. <p style="text-align: right;">(5 x 1)</p>	(5)
2 (e)	<p>Any five of the following:</p> <ol style="list-style-type: none"> 1. groups of people with common interest/small local groups of people 2. clubs run by volunteers/within the voluntary sector 3. clubs run by elected committees 4. examples of committee structure/ chair/secretary/ treasurer/president 5. money raised through fundraising/sponsorship 6. affiliation system/organised into regional and national associations/overseen by national governing bodies 7. players have to be members/pay an annual membership 8. payment of match fees/weekly subs to cover expenses 9. clubs often have to rent/hire facilities from private/public sector 10. clubs seek funding from external bodies/local councils/ lottery/Sport England. <p style="text-align: right;">(5 x 1)</p>	(5)

Section B - The Olympic Case Study

Level	Mark	Descriptor
Level 1	1-4	Very brief seriously incomplete narrative answer. Lacking range and accuracy. Fails to identify correct topic. Little material is relevant to the question.
Level 2	5-7	Disjointed with limited number of points. Considerable inaccuracy or irrelevance. Mainly statements that highlight a lack of grasp of what are relevant.
Level 3	8-10	Mainly isolated statements. Limited points suggesting some understanding, but poor use of language. Bland assertions and failure to answer the question set directly.
Level 4	11-13	Valid points predominately descriptive. Little level of analysis or linking parts of answer together. Limited use of practical examples and points only partially developed.
Level 5	14-16	A fundamentally descriptive account, good use of points, some use of technical language though some points not supported. Lack of balance, some areas covered in depth others very brief.
Level 6	17-20	Structured description with some analysis of the issue. Use of practical examples and correct language to support most points. May lack balance and not cover fully all parts of question.
Level 7	21-25	Continuous prose, well structured with evidence of planning. Covers all aspects of question using practical examples to highlight points. Evidence of analysis, correct use of technical languages. Debates and challenges issues covered in question.

Question Number	Indicative content
3.	<ul style="list-style-type: none"> • by 1896 most sports had been rationalised and codified • network of governing bodies to organise and co-ordinate sport • already a number of international fixtures had been played • influence of Britain and its Empire had spread the philosophy of sport across the globe • developments in archaeology and history had made people aware of the ancient Olympics/a feel to revive the games • link to history and development of ancient games • organisation of the games in 1896 mirrored some of the organisation of the ancient games • modern games followed the same four year cycle as the ancient games • transport developments had opened up global travel • media development especially national newspapers/keen to debate issues and report on the games • communications network/postal systems meant easier organisation • DeCoubertin Olympics based on Much Wenlock and Dover's Games/previous attempts provide model • 1896 organised as a male only event as in the ancient games • a number of influential men from public school backgrounds keen to foster spirit of athleticism/games cult/muscular Christianity • dominance of the amateur/recreational ethic reflecting background of founders/amateur code of the Henley Regatta • influence of Thomas Arnold at rugby and Tom Brown's schools days • conflict and war of last century/DeCoubertin saw games as a vehicle for peace • sport played by an elite social class who had the time and resources to travel and compete in an Olympic Games • USA had already developed a student support/scholarship system to help young men prepare for such sporting competitions • philanthropists wanting to promote health and fitness amongst working class. <p style="text-align: right;">(25)</p>

Question Number	Indicative content
4.	<ul style="list-style-type: none"> • Athens/Australia - the best games ever - put country in a good light nationally • success of hosting games can have benefits to tourism and economy • use of the Olympics as a shop window • many associate top of medal table with positive attributes • 1936 Hitler's use of the Olympics/first to global show case • super power use of the Olympic/boycotts of 1956/1976/1980/1984 games • 1968 birth of TV coverage leads to increased exposure to propaganda • protest groups recognise life event/chance to put protest on a world stage • mention of examples including black power in 1968. Black September in 1972 • chance for smaller nations to put themselves on the map/Eastern bloc use of sport • positive element of bringing nations together • reconciliation of two Koreas and South Africa/success of Iraqi football team at Athens. <p style="text-align: right;">(25)</p>

Question Number	Indicative content
5.	<ul style="list-style-type: none"> • financial benefits/long term investment • LA Games/Hamburger games of 84 proved financial success • Sydney success/£10 million boost to economy • Barcelona used games to revamp Waterfront • tourism boost/attracts overseas visitors • global shop window • investment from multi national/overseas investors • legacy of facilities for the city • chance to invest/update city's infrastructure • boost morale/pride of inhabitants • positive impact on raising levels of employment/hotel and construction industries • positive impact on host nations sporting success • opportunity to host other global games such as World Cup if games successful • political gains for government state • games help integrate diverse populations/social benefits/promotes social cohesion • bidding process now controlled/cleaned <p>Counter arguments:</p> <ul style="list-style-type: none"> • problems over the escalating costs of the 2012 London Games • research now suggests games have little/negative impact on mass participation in host city/country • security costs/threat of terrorism • money could be better spent on health/education • limited benefits for those living outside the host city. <p style="text-align: right;">(25)</p>

Question Number	Indicative content
6.	<p data-bbox="320 300 1086 331">Better answers will answer both parts of the question set.</p> <ul data-bbox="360 383 1334 1559" style="list-style-type: none"> <li data-bbox="360 383 1302 450">• Guttman organises sports for disabled service men after 2nd World War <li data-bbox="360 479 1294 546">• spinal injuries unit set up at Stoke Mandeville/sport used as part of rehabilitation <li data-bbox="360 575 1222 607">• olympic style games for wheelchair athletes organised in 1960 <li data-bbox="360 636 1278 703">• expanded to include other categories of disability in 1976 Toronto games <li data-bbox="360 732 1286 799">• disabled athletes/Paralympics shared Olympic venue since summer games of 1988 <li data-bbox="360 828 1254 896">• IOC no commitment to Paralympics until 1988/fear of impact on Olympic marketing <li data-bbox="360 925 1118 956">• Paralympics still not able to use Olympic logo or name <li data-bbox="360 985 983 1016">• does create role models for others to follow <li data-bbox="360 1046 1158 1077">• media profile can have a positive impact on participation <li data-bbox="360 1106 1086 1137">• Paralympics gives disabled athletes focus to aim for <li data-bbox="360 1167 1062 1198">• success of the Sydney games has raised the profile <li data-bbox="360 1227 1062 1258">• still lack of commercial/sponsorship opportunities <li data-bbox="360 1288 1222 1355">• limited number of disabled performers and events now held in mainstream games <li data-bbox="360 1384 1318 1451">• issue over some disabled events now included in mainstream Olympic Games <li data-bbox="360 1480 1334 1547">• issue of Oscar Pistorious attempting to compete in able bodied games and events. <p data-bbox="1286 1576 1342 1608" style="text-align: right;">(25)</p>

Total for Paper: 50 Marks

3. Discuss how ancient festivals and pre and post industrial sports competitions shaped the Modern Olympic Games introduced in 1896

Mark Band	Description	Likely Characteristics
22 - 25	<p>The essay debates in detail how the 1896 games were shaped by both ancient and more modern sports festivals. There is in-depth analysis and balanced debate of the issues with correct use of technical language and factual information throughout, demonstrating a clear understanding of role DeCoubertin played in the establishment of the modern games and the influences that shape them. A range of accurate practical examples are used to support the vast majority of points. A range of contemporary and original statements is included. There is a clear attempt at analysis through a reasoned conclusion which clearly demonstrates an understanding of the issue.</p>	<p>A well structured essay with continuous prose. Predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear, concise and relevant throughout.</p>
18 - 21	<p>The essay discusses the 1896 games were shaped by both ancient and more modern sports festivals. A good understanding is demonstrated through some detailed description and balanced debate of key points linked to specific examples - though this may not be balanced. Factual information and accurate examples are used in support of points made. Will include a conclusion and an attempt at some analysis - but this may be more descriptive.</p>	<p>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.</p>
14 - 17	<p>The essay gives detailed description how the 1896 games were shaped by both ancient and more modern sports festivals. A sound understanding is demonstrated through the use of factual information and relevant examples - though these may be descriptive and biased towards an overview of the ancient games only. Some analysis and debate is evident, although this may be lacking both in depth and balance. It makes an attempt to address the key issues raised in the question.</p>	<p>An obvious attempt to structure the essay. Fundamentally sound use of terminology. Generally clear and concise with limited inaccuracies. Satisfactory spelling, punctuation and grammar.</p>

Mark Band	Description	Likely Characteristics
10 - 13	<p>An essay that describes accurately how the 1896 games were shaped by both ancient and more modern sports festivals. There is little evidence of analysis although some basic understanding of the historical development of sport through the 19th century is evident.</p> <p>Relevant points may be supported by examples but only partially developed - there may be some inaccuracy in dates and names. Limited attempt at a conclusion.</p>	<p>A basic structure is evident. Some incorrect use of terminology. There may be errors in spelling, punctuation and grammar. A number of inaccuracies.</p>
7 - 9	<p>An essay that fails to address many parts of the question. There is little evidence of analysis with sweeping statements that may contain some relevant information but generally remain unsupported by evidence or accurate examples and suggest limited understanding.</p> <p>Irrelevant points and repetition may be used to pad out the answer.</p>	<p>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.</p>
0 - 6	<p>An essay that mostly fails to address the question and contains many inaccuracies and irrelevancies. Very little evidence of understanding with statements that demonstrate a lack of understanding.</p>	<p>A poorly structured essay. Incorrect spelling, punctuation and grammar. Incorrect use of terminology. Many inaccuracies.</p>

4. Olympic sport has long been used as a means of proving one political system is better than another. Discuss how the Olympics have been used by different countries and political systems

Mark Band	Description	Likely Characteristics
21 - 25	<p>The essay debates in detail both the positive and negative uses of the Olympic games as a focus for identity. There is 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. It differentiates between countries and political groups and there is an equal weighting in terms of examples used. A range of accurate practical examples support the vast majority of points. A range of contemporary and original statements is included.</p> <p>There is a clear attempt at synthesis through a reasoned conclusion which clearly demonstrates an understanding of the link between sport and politics.</p>	<p>A well structured essay with continuous prose. Predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear, concise and relevant throughout.</p>
17 - 20	<p>The essay discusses both the positive and negative uses of the Olympic games as a focus for identity. A good understanding is demonstrated through some detailed analysis and balanced debate of key points linked to examples of both state and groups - though this may not be balanced. Factual information and accurate examples are used in support of points made.</p> <p>Will include a conclusion and an attempt at synthesis - but this may be more descriptive.</p>	<p>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.</p>
14 - 16	<p>The essay gives detailed description of the way the Olympics has been used by states and groups. A sound understanding is demonstrated through the use of factual information and relevant examples.</p> <p>Some analysis and debate is evident, although this may be lacking both in depth and balance. It makes an attempt to address the key issues raised in the question.</p>	<p>An obvious attempt to structure the essay. Fundamentally sound use of terminology. Generally clear and concise with limited inaccuracies. Satisfactory spelling, punctuation and grammar.</p>

Mark Band	Description	Likely Characteristics
11 - 13	<p>An essay that describes accurately a limited number of relevant examples of how countries and political groups have used the Olympic games. There is little evidence of analysis although some basic understanding of the positive and negative use of sport for political means is demonstrated.</p> <p>Relevant points may be supported by examples but only partially developed - there may be some inaccuracy in dates and names. Limited attempt at a conclusion.</p>	<p>A basic structure is evident. Some incorrect use of terminology. There may be errors in spelling, punctuation and grammar. A number of inaccuracies.</p>
8 - 10	<p>An essay that fails to address many parts of the question. There is little evidence of a thorough understanding with sweeping statements that may contain some relevant information but generally remain unsupported by evidence or accurate examples and suggest limited understanding.</p> <p>Irrelevant points and repetition may be used to pad out the answer.</p>	<p>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.</p>
0 - 7	<p>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.</p>	<p>A poorly structured essay. Incorrect spelling, punctuation and grammar. Incorrect use of terminology. Many inaccuracies.</p>

5. London had to beat ten other cities in bidding for the right to host the 2012 Olympics. Discuss why so many cities are now prepared to spend millions of pounds simply bidding to host the Games.

Mark Band	Description	Likely Characteristics
21 - 25	<p>The essay debates in detail the reasons why cities are so keen to bid to host the Olympic Games. There is in-depth understanding of the historical and cultural reasons for the change. Includes correct use of technical language and factual information throughout, demonstrating a clear understanding of the subject matter. A range of accurate practical examples support the vast majority of points. A range of contemporary and original statements are included. There is a clear attempt at syntheses through a reasoned conclusion and this level of answer will also develop a counter argument re the negatives of bidding for and hosting the games.</p>	<p>A well structured essay with continuous prose. Predominantly accurate use of spelling, punctuation and grammar. Correct use of terminology. Clear, concise and relevant throughout.</p>
17 - 20	<p>The essay discusses the reasons why cities are so keen to bid to host the Olympic Games, with most reference to the golden triangle and commercial benefits. A good understanding is demonstrated through some detailed analysis and and some mention of historical and cultural background. Factual information and accurate examples are used in support of points made. Will include a conclusion and an attempt at synthesis - but this may be more descriptive.</p>	<p>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.</p>
14 - 16	<p>The essay gives detailed description of the reasons why cities are so keen to bid to host the Olympic Games. Main focus of the essay will be on the the concept of Americanisation with much reference to Uberroth and the LA games of 1984. Some analysis and debate is evident, although this may be lacking both in depth and balance - will be mainly concerned with the positive impact. It makes an attempt to address the key issues raised in the question.</p>	<p>An obvious attempt to structure the essay. Fundamentally sound use of terminology. Generally clear and concise with limited inaccuracies. Satisfactory spelling, punctuation and grammar.</p>

Mark Band	Description	Likely Characteristics
11 - 13	<p>An essay that describes accurately the increasing commercialisation of the Olympic Games.</p> <p>There is little evidence of analysis although some basic understanding of the sources of commercial funding. There will be an attempt at a historical time line with emphasis on the 1984 Olympics.</p> <p>Relevant points may be supported by examples but only partially developed - there may be some inaccuracy in dates and names. Limited attempt at a conclusion.</p>	<p>A basic structure is evident. Some incorrect use of terminology. There may be errors in spelling, punctuation and grammar. A number of inaccuracies.</p>
8 - 10	<p>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.</p> <p>Irrelevant points and repetition may be used to pad out the answer.</p>	<p>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.</p>
0 - 7	<p>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.</p>	<p>A poorly structured essay. Incorrect spelling, punctuation and grammar. Incorrect use of terminology. Many inaccuracies.</p>

6. Discuss how effective the Paralympic Games have influenced participation in sport and recreation amongst people with disabilities.

Mark Band	Description	Likely Characteristics
21 - 25	<p>The essay debates in detail both the positive and negative impact the Paralympics can have on participation amongst people with disabilities. There is 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 are used to support the vast majority of points. A range of contemporary and original statements is included.</p> <p>There is a clear attempt at analysis through a reasoned conclusion which clearly demonstrates an understanding of the issue.</p>	<p>A well structured essay with continuous prose.</p> <p>Predominantly accurate use of spelling, punctuation and grammar.</p> <p>Correct use of terminology.</p> <p>Clear, concise and relevant throughout.</p>
17 - 20	<p>The essay discusses both the positive and negative impact the Paralympics can have on participation amongst people with disabilities. A good understanding is demonstrated through some detailed analysis and balanced debate of key points linked to specific examples - though this may not be balanced factual information and accurate examples are used in support of points made.</p> <p>Will include a conclusion and an attempt at analysis - but this may be more descriptive.</p>	<p>A well structured essay with predominantly accurate use of spelling, punctuation and grammar.</p> <p>Correct use of terminology.</p> <p>Clear and concise but may occasionally make an irrelevant comment.</p>
14 - 16	<p>The essay gives detailed description of the impact the Paralympics can have on participation amongst people with disabilities. A sound understanding is demonstrated through the use of factual information and relevant examples - though these may be descriptive.</p> <p>Some analysis and debate is evident, although this may be lacking both in depth and balance. It makes an attempt to address the key issues raised in the question.</p>	<p>An obvious attempt to structure the essay.</p> <p>Fundamentally sound use of terminology.</p> <p>Generally clear and concise with limited inaccuracies.</p> <p>Satisfactory spelling, punctuation and grammar.</p>

Mark Band	Description	Likely Characteristics
11 - 13	<p>An essay that describes accurately the impact the Paralympics can have on participation amongst people with disabilities. There is little evidence of analysis although some basic understanding of the positive promotion is demonstrated.</p> <p>Relevant points may be supported by examples but only partially developed - there may be some inaccuracy in dates and names. Limited attempt at a conclusion.</p>	<p>A basic structure is evident. Some incorrect use of terminology. There may be errors in spelling, punctuation and grammar. A number of inaccuracies.</p>
8 - 10	<p>An essay that fails to address many parts of the question. There is little evidence of analysis with sweeping statements that may contain some relevant information but generally remain unsupported by evidence or accurate examples and suggest limited understanding.</p> <p>Irrelevant points and repetition may be used to pad out the answer.</p>	<p>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.</p>
0 - 7	<p>An essay that mostly fails to address the question and contains many inaccuracies and irrelevancies. Very little evidence of understanding with statements that demonstrate a lack of understanding.</p>	<p>A poorly structured essay. Incorrect spelling, punctuation and grammar. Incorrect use of terminology. Many inaccuracies.</p>

