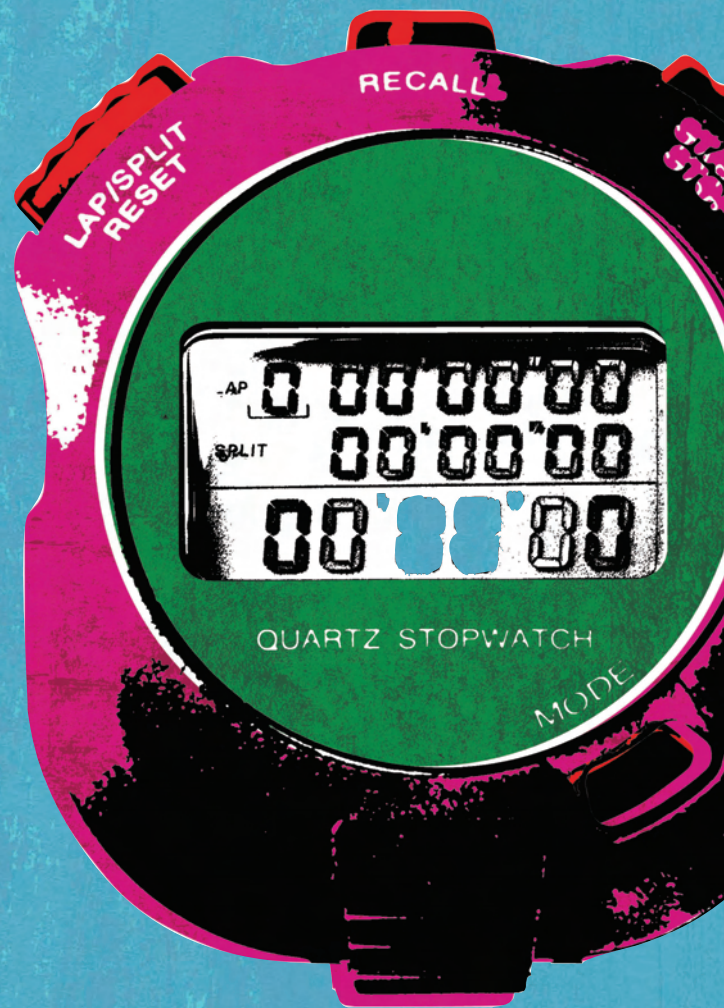


Sample Assessment Materials

Edexcel GCSE in Physical Education (2PE01)

Inside this Sample Assessment Materials pack you'll find:

- An accessible paper to help you and your students prepare for the assessment
- A clear and concise mark scheme to let you know what the examiners are looking for



Welcome to the GCSE 2009 Physical Education Sample Assessment Materials

These sample assessment materials have been written to accompany the specification. They have been developed to give you and your students a flavour of the actual exam paper and mark scheme so they can experience what they will encounter in their assessment. They feature:

- **An accessible paper** using a mixture of question styles. We've worked hard to ensure the paper is easy to follow and encourage all students to achieve their full potential.
- **A clear and concise mark scheme** for the paper outlining what examiners will be looking for in the assessment, so you can use the sample paper with students to help them prepare for the real thing.

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www.edexcel.com/gcse2009

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Physical Education

Unit 1: The Theory of Physical Education

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

5PE01/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL the questions.

For each part of question 1, choose an answer, A, B, C or D, and put a cross in the box . Mark only one answer for each question. If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

1 **Figure 1** shows a woman doing yoga as a form of exercise.



Figure 1

(a) Which of the following components of fitness is **skill-related** and the most important in this yoga pose?

(1)

- A** Balance.
- B** Coordination.
- C** Body composition.
- D** Strength.

(b) Which of the following is a correct statement in relation to Sport England's 'Start, Stay, Succeed' objectives?

(1)

- A** Start – plan so that every child starts the school day with physical activity to increase participation and improve health.
- B** Start – increase the number of adults who start their day with exercise.
- C** Stay – aim to keep officials working in sport so that development costs are reduced.
- D** Succeed – create opportunities for talented performers to achieve success.

(c) Exercise is:

(1)

- A** a form of physical activity to maintain or improve health and/or physical fitness.
- B** training regularly.
- C** a state of complete mental, physical and social wellbeing, and not merely the absence of disease and infirmity.
- D** the ability to meet the demands of the environment.

(d) The FITT principle of training is made up of four parts.

Which of the following statement covers **all** four parts of the FITT principle?

(1)

- A** How hard and often you work, making sure you do not do too much, whilst avoiding boredom.
- B** How long, hard and often you work, whilst maintaining safety.
- C** How hard and often you work, making sure that your training fits the requirements of the activity, making sure you do not do too much.
- D** How long, hard and often you work, making sure that your training fits the requirements of the activity.

(e) The correct target zone for an endurance athlete is 120 : 160bpm, how old is the athlete?

(1)

- A** 15
- B** 20
- C** 25
- D** 40

(f) Which of the following statements gives the **most** important reason for wearing the correct clothing when taking part in physical activity?

(1)

- A** It gives you the opportunity to look good.
- B** It gives you a psychological advantage over the opposition.
- C** It reduces the chance of injury.
- D** It is in the rules of the physical activity.

(g) When taking part in physical activity there is always a risk of injury.

Which of the following is **not** a joint injury?

(1)

- A Dislocation.
- B Concussion.
- C Tennis elbow.
- D Golfer's elbow.

(h) Identify a benefit of long-term participation in physical activity to the respiratory system.

(1)

- A Muscle atrophy.
- B Vital capacity.
- C Faster recovery rate.
- D Stroke volume.

(i) One long-term benefit of weight training is stronger bones.

Which mineral is deposited to strengthen the bones:

(1)

- A Sulphur.
- B Calcium.
- C Potassium.
- D Folic acid.

(j) Which of the following is **not** an immediate effect that exercise and physical activity can have on the respiratory system?

(1)

- A Increased breathing rate.
- B Increased depth of breathing.
- C Increased lung capacity.
- D Oxygen debt.

(Total for Question 1 = 10 marks)

2 **Figure 2** shows performers participating in different physical activities.



(Source: Blend Images/Alamy)

Over 50s tennis player



(Source: Action Plus)

School hockey players

Figure 2

(a) Give **one** reason why the over 50s tennis player takes part in physical activity. (1)

.....

.....

(b) (i) Making sure that you give a different reason than you gave in (a) above, give **one** reason why the school hockey players take part in physical activity. (1)

.....

.....

(ii) State whether this reason is social, physical or mental. (1)

.....

.....

(c) Some people, for example the tennis player in **Figure 2**, continue to participate in sport as they get older.

Identify **one** factor that can influence people in sustaining their involvement in physical activity.

(1)

(Total for Question 2 = 4 marks)

3 Figure 3 shows the sports participation pyramid.

Name and describe the stage labelled 2.

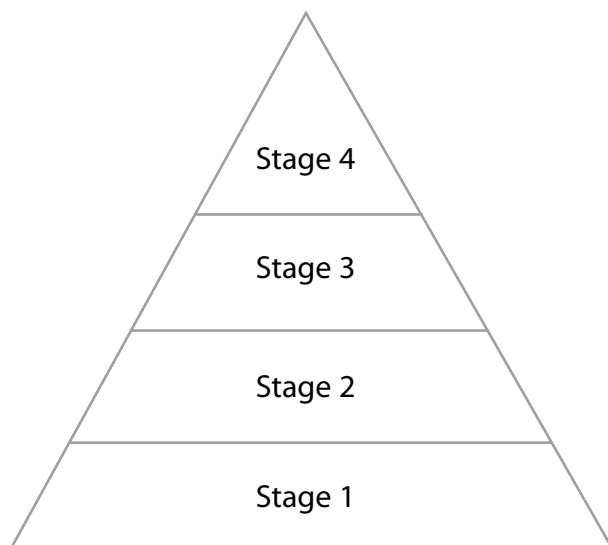


Figure 3

Stage 2

Name

(1)

Description

(1)

(Total for Question 3 = 2 marks)

Questions 4 and 5 relate to components of health-related exercise and skill-related fitness, which are used in physical activity to contribute to a balanced healthy lifestyle.

4 Select a component of health-related exercise to complete each of the following statements.

Each component given must be different.

(a) is the ability to exercise the entire body for long periods of time. (1)

(b) is the percentage of body weight which is fat, muscle and bone. (1)

(Total for Question 4 = 2 marks)

5 Select a component of skill-related fitness to complete each of the following statements.

Each component given must be different.

(a) is the ability to change the position of the body quickly and to control the movement of the whole body. (1)

(b) Squash players need to move the racket to the right place to strike the ball correctly. (1)

(Total for Question 5 = 2 marks)

6 Principles of training can help to plan a balanced, healthy lifestyle, improving fitness and enjoyment during participation in physical activity.

(a) When would a performer experience the principle of **reversibility**?

(1)

.....

.....

.....

(b) Define the principle of **progressive overload**, and explain how it can improve fitness.

(2)

.....

.....

.....

.....

.....

.....

.....

(Total for Question 6 = 3 marks)

7 Teachers will set targets with you to help you improve in all aspects of physical education. They will use the SMART principle to help you set effective targets.

(a) The **S** of SMART stands for **Specific**, the **M** stands for **Measurable** and the **T** stands for **Time-bound**.

What does the letter **R** of SMART stand for? (1)

R

(b) (i) Why do targets need to be measurable? (1)

.....

.....

(ii) Give an example of a **measurable** target that a sprinter may set. (1)

.....

.....

(Total for Question 7 = 3 marks)

8 (a) Which of the following body conditions is considered to be the most dangerous to our health? (1)

ANOREXIC

OVERWEIGHT

OVERFAT

Put a cross ☒ in the correct box.

- A** Anorexic
- B** Overweight
- C** Overfat

(b) Why is it unlikely that an individual who has a healthy lifestyle will have this condition? (2)

.....

.....

.....

.....

(Total for Question 8 = 3 marks)

9 Different people will have different body types depending, in part, on their lifestyle choices. The participants in **Figure 4** all have appropriate body types for the physical activity they participate in.



(Source: Cephas Picture Library/Alamy)

Sprinter



(Source: Action Plus)

High jumper



(Source: Associated Sports Photography/Alamy)

Tennis player

Figure 4

Complete the table below.

(a) Name the body type of each participant shown in **Figure 4**. (3)

(b) State **one** reason why this body type is an advantage to the participant shown in **Figure 4** in their physical activity. (3)

Performer	(a) Body type	(b) Reason for advantage
Sprinter		
High jumper		
Tennis player		

(Total for Question 9 = 6 marks)

10 (a) Fats and carbohydrates provide performers with energy.

Which food type should you eat a larger amount of, fat **or** carbohydrate? (1)

(b) Why is this food type a better source of energy for you? (1)

(Total for Question 10 = 2 marks)

11 Some participants take illegal performance enhancing drugs to control their heart rate despite the obvious health risks.

(a) What effect do beta blockers have on a participant's heart rate?

(1)

(b) Some people take forms of recreational drugs which can harm their body systems and health.

What effect does drinking alcohol have on blood pressure?

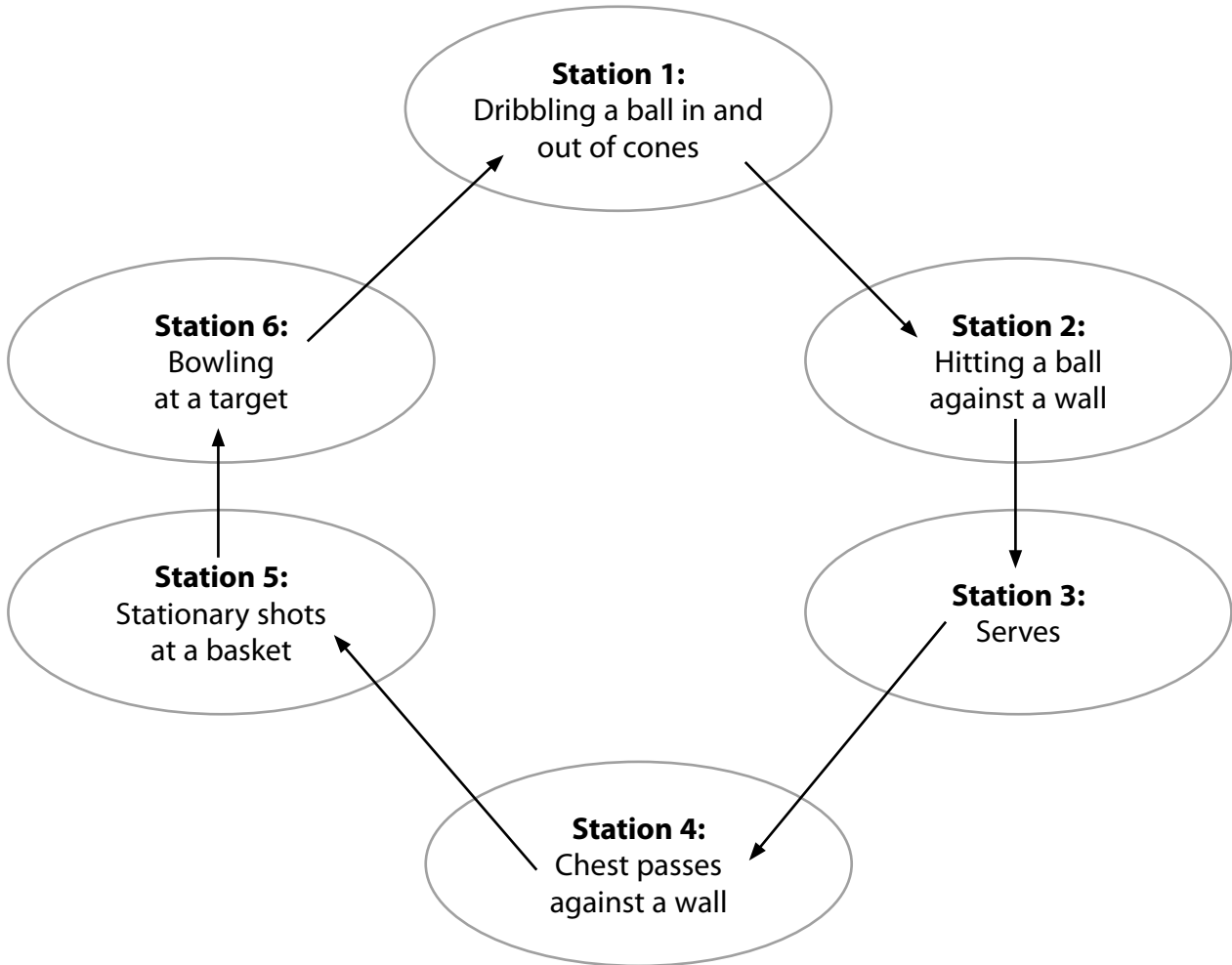
(1)

(Total for Question 11 = 2 marks)

12 George is 15 and is taking GCSE PE, he plays basketball and badminton for his school.

George is learning about circuit training, and this is his first attempt at planning his circuit.

His six stations are shown below.



(a) (i) Identify **one** station you would **not** include in George's circuit. (1)

(ii) Why do you think this station is inappropriate for George to include in his circuit? (1)

(b) Physical activity and exercise has an impact on the growth and development of body systems. **Figure 5** shows the skeletal system of George and his friend whilst they play basketball.



(Source: Carol and Mike Werner/Alamy)

Figure 5

(i) What long term effect does George's regular participation in basketball and exercise have on his bones? (1)

(ii) Name **four** weight-bearing exercises, aside from basketball, that George can do to prevent osteoporosis in the future. (4)

- 1
- 2
- 3
- 4

(Total for Question 12 = 7 marks)

13 (a) Ria is 15 and is taking GCSE PE. To improve her lifestyle she is planning a personal exercise programme (PEP) to increase the amount of physical activity she is involved in.

You are helping Ria to plan her PEP. At the moment Ria is unsure what athletics event she would like to participate in.

Ria might choose the discus as her event, name a suitable training method and justify your choice.

(2)

Training method

Justification

(b) Performing is one way that an individual can be involved in physical activity.

Identify **two** other types of role, other than playing/performing, that Ria can take on to sustain her involvement in physical activity.

(2)

1

2

(c) Ria plans to sustain her involvement in exercise and physical activity.

Identify **one** long-term effect of participation in exercise on Ria's heart.

(1)

(d) Aside from her PEP, what factors should Ria consider to help plan a healthy lifestyle?

(3)

(Total for Question 13 = 8 marks)

14 Lucy is a fast runner and enjoys playing rounders.

(a) **Figure 6** shows Lucy playing rounders, and preparing to hit the ball.



(Source: The Cochran Group, www.roundersusa.com)

Figure 6

In order to hit the ball as far as possible, Lucy needs to rotate her arm back at the shoulder in order to get a good swing.

Which aspect of health-related exercise is this? (1)

(b) In the game, Lucy has to sprint between posts. If she sprints round all four posts she will build up an oxygen debt.

(i) What does the term 'oxygen debt' mean? (2)

.....

.....

.....

.....

(ii) How does Lucy repay this oxygen debt? (1)

.....

.....

(c) (i) Lucy exercises regularly to increase her fitness.

State **one** way in which the muscular system is affected by regular exercise and the long-term benefit of this effect on the performer.

Effect of regular exercise (1)

Long-term benefit to performer (1)

(ii) State **two** potential long term effects of regular exercise on Lucy's cardiovascular system? (2)

1

2

(d) It is important that Lucy does not overexercise as this may lead to injury.

State **four** other ways that Lucy may avoid injury during exercise. (4)

1

2

3

4

(e) Aside from preventing injury, give **two** reasons why it is important for Lucy to build rest into her Personal Exercise Programme. (2)

1

2

(Total for Question 14 = 14 marks)

(Total for Question 15 = 6 marks)

***16 Figure 7** shows **three** different participants engaging in exercise and physical activity.



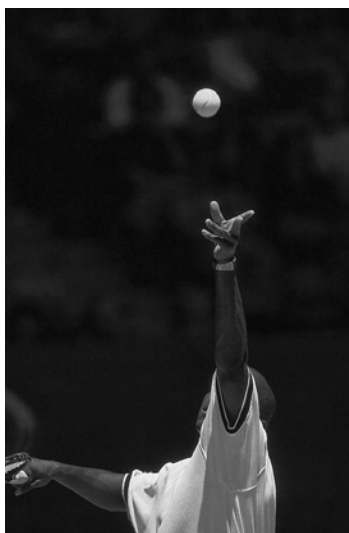
(Source: Abraham Menashe/Alamy)

Javelin thrower



(Source: L. Scott)

Long distance runner



(Source: Clipart.com)

Tennis player serving

Figure 7

Discuss **'power'** and its relative importance to **each** of the types of participant in **Figure 7**.

A large rectangular area with rounded corners, containing 25 horizontal dotted lines for writing.

(Total for Question 16 = 6 marks)

TOTAL FOR PAPER = 80 MARKS

Sample Mark Scheme

Unit 1: The Theory of Physical Eductaion

Question Number	Answer	Mark
1(a)	A	1

Question Number	Answer	Mark
1(b)	D	1

Question Number	Answer	Mark
1(c)	A	1

Question Number	Answer	Mark
1(d)	D	1

Question Number	Answer	Mark
1(e)	B	1

Question Number	Answer	Mark
1(f)	C	1

Question Number	Answer	Mark
1(g)	B	1

Question Number	Answer	Mark
1(h)	B	1

Question Number	Answer	Mark
1(i)	B	1

Question Number	Answer	Mark
1(j)	C	1

Question Number	Answer	Mark
2(a)	<p>Accept any one of the following:</p> <p>1 – cooperation/work with others/make friends/go with current friends/equivalent</p> <p>2 – competition/challenge/working at a higher level/relieve stress/increase confidence/feel better about themselves/equivalent</p> <p>3 – improve performance/increase fitness/increase health/improving any stated component of health related exercise (eg strength etc).</p>	1

Question Number	Answer	Mark
2(b)(i)	<p>Accept any one of the following:</p> <p>1 – cooperation/work with others/make friends/go with current friends/equivalent</p> <p>2 – competition/challenge/working at a higher level/relieve stress/increase confidence/feel better about themselves/equivalent</p> <p>3 – improve performance/increase fitness/increase health/improving any stated component of health related exercise (eg strength etc).</p> <p>Notes Answers must be different to answer given for 2(a).</p>	1

Question Number	Answer	Mark
2(b)(ii)	<p>Category of benefit must match candidate reason.</p> <p>Social – cooperation/work with others/make friends/go with current friends/equivalent.</p> <p>Mental – competition/challenge/working at a higher level/relieve stress/increase confidence/feel better about themselves/equivalent.</p> <p>Physical – improve performance/increase fitness/increase health/improving any stated component of health related exercise (eg strength etc).</p>	1

Question Number	Answer	Mark
2(c)	<p>Any one from the following:</p> <ol style="list-style-type: none"> 1. resources/availability/access/equivalent 2. people/family/peers/role models/equivalent 3. image of the activity/equivalent 4. cultural factors/class/cost/race/disability/equivalent 5. health/wellbeing 6. positive previous experience/early positive experience. <p>Notes Can only gain 1 mark per row.</p>	1

Question Number	Answer	Mark
3	<p>Stage 2 – name: participation.</p> <p>Description: Participate in a specific activity on a regular basis for enjoyment/play in own time/choose to play on a regular basis/equivalent.</p> <p>Takes place at after school clubs; sports clubs.</p> <p>Notes If incorrect name but correct description, credit description.</p>	2

Question Number	Answer	Mark
4(a)	Cardiovascular fitness.	1

Question Number	Answer	Mark
4(b)	Body composition.	1

Question Number	Answer	Mark
5(a)	Agility.	1

Question Number	Answer	Mark
5(b)	Coordination.	1

Question Number	Answer	Mark
6(a)	If the performer was injured, ill or demotivated and stopped training/equivalent.	1

Question Number	Answer	Mark
6(b)	<p>Progressive overload means gradually increasing the work you do/equivalent.</p> <p>If you increase the work, ie you lift more weights you will be stronger, therefore fitter/equivalent.</p> <p>Notes There needs to be a definition and an explanation, a link between the principle and why fitness increases; it would not be enough to just say you get stronger.</p>	2

Question Number	Answer	Mark
7(a)	R – Realistic.	1

Question Number	Answer	Mark
7(b)(i)	So it is possible to see whether progress has been made.	1

Question Number	Answer	Mark
7(b)(ii)	To reduce times by 1/100 of a second/equivalent.	1

Question Number	Answer	Mark
8(a)	A	1

Question Number	Answer	Mark
8(b)	<p>1. Because they will follow a balanced diet, therefore eating an appropriate amount/equivalent.</p> <p>2. Improved self-esteem/confidence as a result of healthy lifestyle.</p>	2

Question Number	Answer	Mark
9(a)	<p>Sprinter – Mesomorph.</p> <p>High Jumper – Ectomorph.</p> <p>Tennis player – Mesomorph.</p>	3

Question Number	Answer	Mark
9(b)	<p>Sprinter – run faster (more strength, therefore more powerful)/equivalent.</p> <p>High jumper – light, therefore less weight to lift over the bar/tall so less distance to travel to clear the bar/equivalent.</p> <p>Tennis player – hit the ball harder, making it harder for opponents to return/ equivalent.</p>	3

Question Number	Answer	Mark
10(a)	Carbohydrate.	1

Question Number	Answer	Mark
10(b)	Can be used in either aerobic or anerobic activity/energy is released more rapidly/equivalent.	1

Question Number	Answer	Mark
11(a)	Calming effect on performer's heart rate/slows it down/equivalent.	1

Question Number	Answer	Mark
11(b)	Raises the blood pressure.	1

Question Number	Answer	Mark
12(a)(i)	Station 6: Bowling at a target/Station 2: Hitting a ball against a wall.	1

Question Number	Answer	Mark
12(a)(ii)	These stations do not relate to either of the sports George plays (basketball and badminton).	1

Question Number	Answer	Mark
12(b)(i)	Increases his bone density. Notes Do not accept prevents osteoporosis.	1

Question Number	Answer	Mark
12(b)(ii)	Walking Running Tennis Aerobics Notes Accept any other forms of weight-bearing exercise, excluding basketball, for a maximum of four.	4

Question Number	Answer	Mark
13(a)	Method: Weight/weight training/ resistance/ resistance training. Justification: To increase her strength/build muscle/increase distance thrown/more power on thrown.	2

Question Number	Answer	Mark
13(b)	Any two of the following (from different rows): 1. umpire/referee/officiating/equivalent 2. coach/trainer/equivalent 3. spectator.	2

Question Number	Answer	Mark
13(c)	Increased strength/size /stronger/increase strength of contraction/cardiac hypertrophy/or equivalent.	1

Question Number	Answer	Mark
13(d)	1. diet/equivalent. 2. time for rest/recovery. 3. time for work/learning. Notes Any order, accept any other possible answer.	3

Question Number	Answer	Mark
14(a)	Flexibility.	1

Question Number	Answer	Mark
14(b)(i)	1. 'Extra' oxygen required/more oxygen needed. 2. After exercise has stopped to make up for the shortfall of available oxygen during exercise/working anaerobically/working without oxygen. Notes 1 mark to maximum of 2 for each concept ie 'extra' oxygen required or after exercise (or equivalent) or concept of shortfall during exercise.	2

Question Number	Answer	Mark
14(b)(ii)	Increased breathing/breath (deeper, harder, faster).	1

Question Number	Answer	Mark
14(c)(i)	Effect: Increased size in muscle/increased mitochondria/increased myoglobin. Benefit: Increased strength.	2

Question Number	Answer	Mark
14(c)(ii)	Any two of the following: lower blood pressure/equivalent lower resting heart rate increased stroke volume faster recovery increased cardiac output increased size of heart.	2

Question Number	Acceptable Answers	Reject	Mark
14(d)	1. Correct clothing/equivalent. 2. Warm up. 3. Correct equipment/equivalent. 4. Correct facilities/equivalent. Notes Any order	Reference to overtraining/lack of recovery.	4

Question Number	Answer	Mark
14(e)	For adaptations to take place. To recover before the next exercise session. Notes Accept equivalent of the above, for a maximum of 2 marks.	2

Question Number	Indicative content	
15 QWC i-ii-iii	<p>Cultural: Age - is Chloe old enough to take part in the activity? eg some distance running events Disability - does Chloe have any disability that might prevent her from taking part in some activities? Gender - is the activity available for a girl? Race - does Chloe's race/culture/religion restrict the activities she is able to take part in? eg dress</p> <p>Health and wellbeing: Does Chloe's health prevent her from taking part in some activities? Are certain activities believed to have a positive influence on Chloe's health? eg swimming for asthmatics</p> <p>Image: Fashion - is the activity, and any associated resources (clothing, equipment) fashionable? Media coverage - does the activity get media coverage?</p> <p>People: Family - are Chloe's family involved/not involved in the activity (playing, coaching)? Will Chloe be introduced to the activity by her family? Peers - are Chloe's peers involved/not involved in the activity? Role models - does the activity have positive/influential role models?</p> <p>Resources: Access - can Chloe get transport to the activity? Availability - does Chloe have the resources to take part in the activity, can she get them? eg equipment Location - do the resources exist locally?</p> <p>Socio-economic: Cost - can Chloe afford to take part? eg membership, equipment Status - is the activity seen as appropriate? eg polo or football</p>	
Level	Mark	Descriptor
0	0	No rewardable material.
1	1-2	<p>Candidates will produce brief and narrative responses, making a limited number of simple statements, probably with limited reference to the question. Shows limited understanding of the influences on Chloe's choice. Responses produced by candidates will be mostly generalised, and may not fully address the evaluative demands of the question.</p> <p>Candidates' writing communicates ideas using everyday language, but lacks clarity and organisation. There will be frequent errors in candidates' spelling, grammar and punctuation.</p>

2	3-4	<p>Candidates' responses will be mostly accurate and include relevant factual material. Shows some understanding of the influences on Chloe's choice. Candidates will have addressed the evaluative demands of the question, with some success.</p> <p>Candidates' writing communicates ideas with accurate use of appropriate terminology, and the organisation of the response shows some direction and control. There will be few errors in spelling, punctuation and grammar.</p>
3	5-6	<p>Candidates will offer factually accurate and sustained responses that relate well to the focus of the question and have successfully addressed the evaluative demands. Shows sound understanding of the influences on Chloe's choice. The evaluation will be supported by accurate factual material, that is relevant to the question.</p> <p>Candidates' writing communicates ideas effectively using appropriate terminology, and organises material clearly and coherently. Spelling, punctuation and grammar will be accurate throughout the response.</p>

Question Number	Indicative content	
16 QWC i-ii-iii	<p><u>Importance of power to participants</u></p> <ul style="list-style-type: none"> • Tennis player - uses power in serve/ground strokes/equivalent <ul style="list-style-type: none"> - use of power to give opponent less time on ball - doesn't use power continuously (need to recover, use of 'touch' shots). • Javelin thrower - use of power to throw javelin as far as possible <ul style="list-style-type: none"> - maximum power needed for maximum force - most important component of fitness/has biggest outcome on event. • Long distance runner - does need power for final sprint for line <ul style="list-style-type: none"> - needs power to get away from other runners at start or end of race - power not most important component of fitness (will also need cardiovascular and muscular endurance). <p><u>Power in relation to other shown participants</u></p> <ul style="list-style-type: none"> • All use power, the ability to carry out strength performances quickly. • But varying levels of importance to their performance. • Rank order - javelin thrower/tennis player/long distance runner. 	
Level	Mark	Descriptor
0	0	No rewardable material.
1	1-2	<p>Candidates will produce brief and narrative responses, making a limited number of simple statements, probably with limited reference to the question. Little knowledge and understanding of power. Responses produced by candidates will be mostly generalised, and may not fully address the discursive demands of the question.</p> <p>Candidates' writing communicates ideas using everyday language, but lacks clarity and organisation. There will be frequent errors in candidates' spelling, grammar and punctuation.</p>
2	3-4	<p>Candidates' responses will be mostly accurate and include relevant factual material. Some knowledge and understanding of power. Candidates will have addressed the discursive demands of the question, with some success.</p> <p>Candidates' writing communicates ideas with accurate use of appropriate terminology, and the organisation of the response shows some direction and control. There will be few errors in spelling, punctuation and grammar.</p>

3	5-6	<p>Candidates will offer factually accurate and sustained responses that relate well to the focus of the question and have successfully addressed the discursive demands. Sound knowledge and understanding of power. The discussion will be supported by accurate factual material, that is relevant to the question.</p> <p>Candidates' writing communicates ideas effectively using appropriate terminology, and organises material clearly and coherently. Spelling, punctuation and grammar will be accurate throughout the response.</p>
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