

MARK SCHEME

1.1.3

- |     |   |     |
|-----|---|-----|
| 1.  | A | [1] |
| 2.  | A | [1] |
| 3.  | C | [1] |
| 4.  | B | [1] |
| 5.  | D | [1] |
| 6.  | B | [1] |
| 7.  | C | [1] |
| 8.  | D | [1] |
| 9.  | B | [1] |
| 10. | A | [1] |

11.	C		[1]
12.	C		[1]
13.	D		[1]
14.	D		[1]
15.	D		[1]
16.	(a)	The ability to meet the demands of the environment/equiv	1
	(b)	(i) They have different needs/demands of their activities are different/ different fitness requirements/ training for different sports / equiv	1
		(ii) Specificity/Individual needs/Individual differences	1
			[3]
17.	(i)	The amount of <u>force</u> a muscle can <u>exert</u> (accept equiv eg apply) against a resistance/equiv, eg amount of force a muscle can withstand, how much weight you can hold/lift.  <i>Do not accept: strength/power unless qualified.</i>	1
	(ii)	Activity requiring muscular strength  <i>Accept suitable strength related activity in own right or as an aspect of power.</i> <i>Do not accept: eg long distance running/running.</i>	1
	(iii)	example of use of muscular strength in this activity  Correct application of candidates answer <b>to previous part of question</b> , eg if rugby,  <i>accept scrum, tackling, holding off opposition.</i> <i>Do not accept: answers relating to other components of fitness, or vague eg kicking (accept shooting/long pass).</i>  <i>Do not credit 2nd column if answer in 1st column incorrect.</i>	1
			[3]

18. (i) Co-ordination 2  
to get correct timing/together/rhythm of arm and leg  
action/breathing/equiv  
Agility  
executing turns to maintain speed/equiv  
Reaction time  
At the start of the race to get a good start/equiv  
*Do not accept: reactions*  
*Do not accept: need to react quickly or*  
*react - unless qualified*  
Any two – any order.  
*Do not accept: other aspects of skill related*  
*fitness.*  
*Do not accept: Definitions.*  
NB – must relate to swimmer.
- (ii) Agility 2  
(Only one length therefore) no need to change direction  
quickly/equiv  
*Do not accept: other aspects of skill related*  
*fitness.* **[4]**
19. (i) Power. 1  
*NB. DO NOT ACCEPT: Speed.*
- (ii) Coordination. 1
- (iii) • Speed 1  
• Power.
- (iv) Balance. 1  
**[4]**
20. (a) (i) Should increase fitness, therefore improve performance/ equiv. 1  
i.e must explain outcome
- (ii) Better fitness should lead to better performance because can last 1  
longer, throw further / equiv.  
i.e. justification of outcome
- (b) (i) reduces blood pressure/ reduces chance of CHD/ reduces cholesterol 1  
/ reduces asthma/prevent onset of diabetes / reduce chance of  
obesity
- (ii) Suppress immune system/ allow ref. to injury/ over exertion could 1  
lead  
to heart attack / induce asthma attack  
**[4]**

## 21. QWC (i)(ii)(iii)

### **Indicative content**

#### **Importance of power to participants**

- Tennis player – uses power in serve/ground strokes/equivalent
  - 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
  - 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
  - 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).

#### **Power in relation to other shown participants**

- 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.

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>0</b>	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	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. Candidates' writing communicates ideas using everyday language, but lacks clarity and organisation. There will be frequent errors in candidates' spelling, grammar and punctuation.
<b>2</b>	<b>3-4</b>	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. 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.
<b>3</b>	<b>5-6</b>	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. Candidates' writing communicates ideas effectively using appropriate terminology, and organises material clearly and coherently. Spelling, punctuation and grammar will be accurate throughout the response.

[6]

Mark out of 39.

A*	A	B	C	D	E	F	G	U
90%	80%	70%	60%	50%	40%	30%	20%	10%