



NCFE Level 1/2 Technical Award in Sports Studies (603/7010/5)

Examined assessment

Paper number: Past paper
Date: Summer 2025

Mark Scheme

v1.0 Post-standardisation

This Mark Scheme has been written by the assessment writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this Mark Scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objectives (AOs) and total mark for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The Mark Scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking after standardisation.
- Reward learners positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- If you are in any doubt about the application of the Mark Scheme, you must consult with your team leader or the chief examiner.

Guidelines for using extended-response marking grids

Extended-response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should use a bottom-up approach. If the response meets all the descriptors in the lowest band, you should move to the next one, and so on, until the response matches the band descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focusing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the AOs, so as not to over / under credit a response. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to compare exemplar learner responses to live responses, to decide if they are the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a learner may produce. It is not a requirement that learners must cover all of the indicative content to be awarded full marks.

Assessment objectives (AOs)

This unit requires learners to:

AO1	Recall knowledge and show understanding. The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding. The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
AO3	Analyse and evaluate knowledge and understanding. The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.

The weightings of each AO can be found in the Qualification Specification.

Q	Mark scheme	Total marks
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Section A

Total for this section: 20 marks

1	Which one of the following is a characteristic of a professional sportsperson? A Can be competitive or non-competitive B Earning a living from a chosen sport C Participating in sport on an unpaid basis D Playing sport only for fun Answer: B – Earning a living from a chosen sport	1 AO1=1
2	Which one of the following is a symptom of an over-use injury? A Dizziness B Memory loss C Nausea D Tingling Answer: D – Tingling	1 AO1=1
3	Which one of the following is a symptom of arousal? A Decreased muscle tension B Inability to concentrate C Lack of sleep D Narrow attention Answer: D – Narrow attention	1 AO1=1
4	Identify three benefits of technical sports performance analysis. Award one mark for each correct answer, up to a maximum of three marks: - identifies individual strengths and weaknesses / areas to improve / ways to learn from mistakes (1) - identifies and improves technical skills and knowledge (1) - enables a detailed review of individual performance (1) - improves coaching practice (1). Accept any other suitable response.	3 AO1=3

5	Explain how the following nutrients in a diet can help improve the performance of a rugby player: carbohydrates protein. Award one mark for each explanation point, up to a maximum of two marks per nutrient, up to a maximum of four marks: Carbohydrates - They would provide an energy source for the rugby player (1) which would help them play at a high level for the full duration of the game (1). Protein - Protein aids in the repair of muscle tissue damaged during rugby (1) which is crucial for a rugby player to recover quickly between training sessions and matches, allowing for consistent performance (1). Accept any other suitable response.	4 AO2=4
6 (a)	Define ‘self-confidence’. Award one mark for a correct definition: - The belief that a desired behaviour can be performed (1). - The belief in self and ability to complete a task (1). Accept any other suitable response.	1 AO1=1
6 (b)	Describe one way high self-confidence may impact the performance of a badminton player. Award one mark for a description, up to a maximum of two marks: - Badminton players with high self-confidence tend to be more motivated to succeed (1) so will work harder when participating in a rally to achieve success (1). - Badminton players with high self-confidence are more likely to take risks during a match (1), such as attempting a difficult shot,	2 AO2=2

	which can lead to scoring opportunities (1). • Badminton players with high self-confidence tend to be more resilient (1) so do not let mistakes or failure have a negative impact on their badminton performance (1). Do not award: • references to overconfidence or complacency. Accept any other suitable response.	
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7 (a)	A coach is designing a training session for a group of young tennis players. Explain how the coach could use open skills when designing the training session. Award one mark for each explanation point, up to a maximum of two marks: • The coach could set up games / drills where players react to unpredictable ball movements (1) supporting them to make quick decisions on where to hit the ball, simulating a real game (1). • The coach could vary the conditions in training sessions, for example, the size of the playing area / numbers of players involved / weather conditions (1), supporting players to adapt to a changing environment (1). Accept any other suitable response.	2 AO2=2
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7 (b)	Discuss the importance of a coach understanding simple and complex skill classifications when designing a training session for a group of young tennis players. Award one mark for each discussion point, up to a maximum of two marks: • Understanding simple / complex skills helps the coach sequence training / drills appropriately (1), simple skills build a foundation before progressing to complex skills that require a higher level of concentration (1). • A coach can integrate simple / complex skills to match the players developmental level (1), and progressively build from simple skills, such as basic forehand stroke, to a more complex skill such as serving with spin (1). Accept any other suitable response.	2 AO3=2
8	Discuss how having an extroverted personality could impact the performance of a basketball player. Award one mark for each discussion point, up to a maximum of three marks: • An extroverted personality tends to like interacting with others by having strong communication skills in offense / defence (1) which helps them to be naturally vocal on the court (1) which strengthens team coordination and energy (1). • An extroverted personality is often more assertive by taking control in high-pressure moments (1) which will make them more comfortable taking shots / driving to the basket / playing aggressive defence (1) which leads to them being dominant / successful within the game (1). • An extroverted personality may under-perform by having too much stimulation (1) as they may become overly aggressive by taking risky shots / forcing play / fouling (1) which could result in them struggling with patience and discipline especially in structured plays (1). Accept any other suitable response.	3 AO3=3

Q	Mark scheme	Total marks
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Section B

Total for this section: 21 marks

9	Which one of the following is an example of performance analysis technology? A Hawk-Eye B Pro suite C Third umpire D Video assistant referee (VAR) Answer: B – Pro suite	1 AO1=1
10	Which one of the following is a core value of the World Anti-Doping Agency (WADA)? A Accountability B Education C Fairness D Integrity Answer: D – Integrity	1 AO1=1
11	Which one of the following is the definition of sportsmanship? A Allowing your opponent to gain an advantage over you B Breaking the laws of a sport to win a match C Displaying fair and generous behaviour in a sporting contest D Using various ploys and tactics to gain an unfair advantage Answer: C – Displaying fair and generous behaviour in a sporting contest	1 AO1=1
12	State three responsibilities of a sports agent. Award one mark for each correct answer, up to a maximum of three marks: • contract / salary / wage negotiations (1) • manage press and public relations (PR) of the performer (1) • manage transfers and business dealings (1). Accept any other suitable response.	3 AO1=3

13	A sports promoter could help an athletics event by marketing, organising the public relations (PR), and managing the media outputs. State how a sports promoter could help in each role for an athletics event. Award one mark for each statement, up to a maximum of one mark per role, up to a maximum of three marks: <table><tr><th>Role</th><th>How the sports promoter could help</th></tr><tr><td>Marketing the event</td><td> • They could advertise the event in the media to increase the number of ticket sales / income (1). </td></tr><tr><td>Organising the PR of the event</td><td> • They could write and distribute press releases to announce the event / key athletes / important details to gain more attention / build excitement (1). • They could organise press conferences to announce the event / key athletes / important details to gain more attention / build excitement (1). </td></tr><tr><td>Managing media outputs for the event</td><td> • They could get it broadcast on TV, giving more exposure to the event / sport of athletics (1). • They could use social media before and during the event to increase the exposure of the event / sport of athletics (1). </td></tr></table> Accept any other suitable response.	Role	How the sports promoter could help	Marketing the event	• They could advertise the event in the media to increase the number of ticket sales / income (1).	Organising the PR of the event	• They could write and distribute press releases to announce the event / key athletes / important details to gain more attention / build excitement (1). • They could organise press conferences to announce the event / key athletes / important details to gain more attention / build excitement (1).	Managing media outputs for the event	• They could get it broadcast on TV, giving more exposure to the event / sport of athletics (1). • They could use social media before and during the event to increase the exposure of the event / sport of athletics (1).	3 AO2=3
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14 (a)	Identify two types of financial sponsorship in sport. Award one mark for each correct type of financial sponsorship, up to a maximum of two marks: - advertising rights (1) - shirt / shorts sponsorship (1) - websites (1) - individual players / teams / clubs(1) - stadium naming (1) - travel costs (1) - competition fees (1) - incidental expenses (1) - purchasing a share in an aspiring performer (1). Accept any other suitable response.	2 AO1=2
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14 (b)	Explain one advantage of financial sponsorship for a professional footballer. Award one mark for each correct advantage, up to a maximum of two marks: • Sponsorship can provide extra financial support on top of a footballer's salary as their career can be generally short-lived (1) which will provide long-term financial security by securing ongoing income (1). • High-profile sponsorship deals with major brands can heighten a player's public profile / fame (1) which will help them gain recognitions across broader audiences especially in global markets (1). Accept any other suitable response.	2 AO2=2
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15 (a)	The internet is one type of media used in sport. Identify two other types of media used to promote sports. Award one mark for each correct type of sports media, up to a maximum of two marks: • television (1) • radio (1) • print media (1) • social media (1).	2 AO1=2
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15 (b)	Explain one advantage for the spectator of the internet being used as a type of sports media. Award one mark for each explanation point, up to a maximum of two marks: • The internet can be updated in real time (1) which means fans will have access to results / data / information immediately after an event happens (1). • Internet streaming means that fixtures can be broadcast (1) which means that fans can view anywhere they like, such as on a phone / tablet / PC (1). Accept any other suitable response.	2 AO2=2
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16	Discuss how sports media has impacted both the performer and the sponsor within a sport. Award one mark for each part of the discussion, up to a maximum of four marks: • The performer and sponsor would increase their profile / brand recognition with a larger / global audience (1) potentially bringing an increase in revenue (1). However, the performer may face increased pressure to perform / loss of privacy and any bad press may have a negative impact on their performance (1) which may cause an issue for the sponsor through negative association (1). Accept any other suitable response.	4 AO3=4
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Q	Mark scheme	Total marks
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Section C

Total for this section: 21 marks

17	Which one of the following is a purpose of a cool-down? A To increase heart rate B To lower the pulse C To mentally prepare D To warm the muscles Answer: B – To lower the pulse	1 AO1=1
18	Which one of the following would be part of a risk assessment of a venue? A Correct footwear and clothing B First aid equipment C Number of competitors D Weather conditions Answer: B – First aid equipment	1 AO1=1
19	Which one of the following is a type of competition format? A Championship B Exhibition C Game D League Answer: D – League	1 AO1=1

20	State two considerations involved in delivering a sports competition. Award one mark for a correct answer, up to a maximum of two marks: • roles and responsibilities of organisers (1) • effective management of participants and other organisers (1) • effective communication with participants and other organisers (1) • adherence and enforcement of health and safety requirements (1) • time management (1) • best use of equipment (1) • best use of technology (1) • adaptation to contingencies (1). Accept any other suitable response.	2 AO1=2
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21 (a)	Personality is a quality needed to be an effective coach. State one other quality needed to be an effective coach. Award one mark for a correct quality: • enthusiastic (1) • positive (1) • motivational (1) • influential (1) • professional appearance (1) • confident (1). Accept any other suitable response.	1 AO1=1
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21 (b)	Describe how a coach having an outgoing personality could improve the performance of participants. Award one mark for a description point, up to a maximum of two marks: • Outgoing will mean the coach can communicate well with their participants (1) therefore getting their message across to them (1). • Outgoing will provide a positive rapport / relationship with participants (1) making them feel more comfortable with the coach (1). Accept any other suitable response.	2 AO2=2
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22 (a)	Researching promotion options is helpful when creating a sports competition plan. Give two other areas of research that would support a sports competition plan. Award one mark for each correct research aspect, up to a maximum of two marks: • competition participants (1) • sponsorship and finance (1) • venue (indoor / outdoor) (1) • operations and resources (1). Accept any other suitable response.	2 AO1=2
22 (b)	A local hockey club is hosting a junior tournament for the first time. Explain one way a detailed risk control plan would help the organisers ensure the tournament is conducted safely. Award one mark for each explanation, up to a maximum of two marks: • The plan would identify the use of age-inappropriate equipment (1), allowing them to implement safer equipment to reduce the risk of injury (1). • The plan would outline emergency procedures for common hockey injuries (1), ensuring quick access to first aid / clear process for contacting emergency services (1). Accept any other suitable response.	2 AO2=2
23 (a)	Specific, measurable and time-bound are principles of goal setting. State the two other principles of SMART goal setting. Award one mark for each correct principle of SMART goal setting, up to a maximum of two marks: • attainable / achievable (1) • realistic / relevant (1).	2 AO1=2

23 (b)	Suggest how the specific, measurable and time-bound principles can be used to help improve the performance of an athlete. Award one mark for each suggestion, up to a maximum of three marks: • (Specific) the athlete could focus on improving their start from the blocks to gain an advantage over competitors / improve their race time / identify an area of performance to work on and improve (1) • (Measurable) the athlete can check to see if their training is improving their performance, using feedback to adjust their training where necessary (1) • (Time-bound) the athlete can plan their training schedule to reach peak performance in time for an athletics event (1). Accept any other suitable response.	3 AO2=3
24	John has recently started to play golf. He wants to improve his golf skills. Discuss how a combination of the following coaching techniques may be effective in helping John: • technical instruction • effective coaching demonstration. Award one mark for each discussion point, up to a maximum of four marks: • Receiving technical instruction and effective coaching demonstration can help John to break the skill down into parts with technical pointers and see the best way to replicate it (1), so John will be able to put these together into the whole skill, helping him pick it up quickly (1) as he can then see a clear picture of desired action / can copy or replicate the action (1) which will enhance his golfing performance (1). Accept any other suitable response.	4 AO3=4

Q	Mark scheme	Total marks
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Section D

Total for this section: 18 marks

25	Evaluate three effects of technology on the role of officials in sport.		9
	Band	Mark	Descriptor
	3	7 to 9	AO3 – excellent evaluation of the effects of technology on the role of officials in sport, that is comprehensive and highly relevant. AO2 – excellent application of knowledge and understanding of the effects of technology on the role of officials in sport, that is comprehensive and highly detailed. AO1 – excellent recall of knowledge and understanding of the effects of technology on the role of officials in sport, that is comprehensive. Subject-specific terminology is used consistently throughout.
	2	4 to 6	AO3 – good evaluation of the effects of technology on the role of officials in sport, that is detailed and mostly relevant. AO2 – good application of knowledge and understanding of the effects of technology on the role of officials in sport, that is detailed and mostly relevant. AO1 – good recall of knowledge and understanding of the effects of technology on the role of officials in sport, that is mostly detailed. Subject-specific terminology is used, but not always consistently.
	1	1 to 3	AO3 – limited evaluation of the effects of technology on the role of officials in sport. AO2 – limited application of knowledge and understanding of the effects of technology on the role of officials in sport, that has minimal detail and is mostly superficial. AO1 – limited recall of knowledge and understanding of the effects of technology on the role of officials in sport, that has minimal detail. Subject-specific terminology is often inappropriate,

AO1=3
AO2=3
AO3=3

		and a lack of understanding is evident.
	0	No rewardable material
Examiners are reminded that indicative content reflects content-related points that learners may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response. It is not a requirement that the learners formulate a response specifically against each AO as laid out in the indicative content. Indicative content AO1 – learners will recall knowledge and understanding of the effects of technology on the role of officials in sport, that may include the following: • minimises human error in decisions • provides communication links with other officials • provides referral system for key decisions • pitch side monitors allow match officials to make decisions • delays in decision-making referrals • officials may become over-reliant on technology • takes the human aspect out of decision making • loss of control of key decision making • reduces the officials' authority. AO2 – learners will apply knowledge and understanding of the effects of technology on the role of officials in sport, that may include the following: • Minimises human error in decisions – technology like VAR in football provides officials with video replays to review controversial incidents, allowing them to overturn incorrect initial calls and ensure a fairer outcome of the match. • Provides communication links with other officials – in rugby, referees use headsets to communicate with touch judges and the television match official, enabling them to share information quickly and collaboratively make more informed decisions on complex plays. • Provides referral system for key decisions – Hawk-Eye in tennis allows players to challenge line calls, giving officials access to precise ball-tracking data to verify the accuracy of the call. • Pitch side monitors allow match officials to make decisions – in cricket, umpires can review replays to check for no-balls or close catches, giving them a visual aid to make accurate judgments on player actions. • Delays in decision-making referrals – frequent use of technology like VAR can interrupt the flow of a football match, potentially reducing the excitement and engagement for spectators. • Officials may become over-reliant on technology – officials might		

	hesitate to make immediate calls in sports with replay systems, potentially slowing down the game and removing their on-field authority. • Takes the human aspect out of decision making – over-reliance on technology can remove the element of judgment and interpretation from officiating, potentially overlooking factors like player intent or the context of the game. • Loss of control of key decision making – increased use of technology can reduce the authority of officials, as their calls are constantly subject to review and potential reversal. • Reduces the officials' authority – players may be more likely to question or challenge officials' calls if they know that technology is available to overrule them. AO3 – learners will evaluate the effects of technology on the role of officials in sport, that may include the following: • Minimises human error in decisions – technology like VAR in football provides officials with video replays to review controversial incidents, allowing them to overturn incorrect initial calls and ensure a fairer outcome of the match. This also reduces the possibility of poor behaviour from the players / coaches linked to the decision, leading to less confrontation between players / coaches and officials. • Provides communication links with other officials – in rugby, referees use headsets to communicate with touch judges and the television match official, enabling them to share information quickly and collaboratively make more informed decisions on complex plays from all of the available evidence. The discussion reduces the pressure on officials to make final decisions on their own. • Provides referral system for key decisions – Hawk-Eye in tennis allows players to challenge line calls, giving officials access to precise ball-tracking data to verify the accuracy of the call. This creates a more positive relationship between the officials and players, as players do not continue the game thinking an incorrect decision has been made. • Pitch side monitors allow match officials to make decisions – in cricket, umpires can review replays to check for no-balls or close catches, giving them a visual aid to make accurate judgments on player actions. This ensures officials can be confident about what they believe they saw and have confidence in their final decision. • Delays in decision-making referrals – frequent use of technology like VAR can interrupt the flow of a football match, potentially reducing the excitement and engagement for spectators, potentially causing frustration for fans / spectators which may make them lose interest or not attend / watch in the future. Players could lose focus / momentum with frequent long delays, making it more challenging for officials to manage the match. • Officials may become over-reliant on technology – officials might hesitate to make immediate calls in sports with replay systems, potentially slowing down the game and removing their on-field authority. This would also be a problem for officials when technology fails, and a further delay occurs whilst technology is repaired /	
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	replaced. • Takes the human aspect out of decision – over-reliance on technology can remove the element of judgment and interpretation from officiating, potentially overlooking factors like player intent or the context of the game, overlooking considerations such as the emotions of the players. This could create a negative atmosphere around the event and lead to conflict between officials and participants. • Loss of control of key decision making – increased use of technology can reduce the authority of officials, as their calls are constantly subject to review and potential reversal. This makes the job of the official seem less important and means officials may not want to progress to the high levels where their decisions are continually being questioned. This could lead to recruitment / progression problems for certain officials. • Reduces the officials' authority – players may be more likely to question or challenge officials' calls if they know that technology is available to overrule them. If decisions are frequently overturned, players and fans may start to question the ability of the official, and the official could lose confidence in their role. Accept any other suitable response.	
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26	Analyse the effects that three different performance-enhancing drugs (PEDs) may have on a track and field athlete. In your response, you may want to consider: • positive effects • negative effects. <table border="1"> <thead> <tr> <th>Band</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 to 9</td><td> AO3 – excellent analysis of the effects that performance-enhancing drugs (PEDs) may have on a track and field athlete that is comprehensive and highly relevant. AO2 – excellent application of knowledge and understanding of the effects that performance-enhancing drugs (PEDs) may have on a track and field athlete, that is comprehensive and highly detailed. AO1 – excellent recall of knowledge and understanding of the effects that performance-enhancing drugs (PEDs) may have on a track and field athlete, that is comprehensive. Subject-specific terminology is used consistently throughout. </td></tr> <tr> <td>2</td><td>4 to 6</td><td> AO3 – good analysis of the effects that performance-enhancing drugs (PEDs) may have on a track and field athlete, that is detailed and mostly relevant. AO2 – good application of knowledge and understanding of the effects that performance-enhancing drugs (PEDs) may have on a track and field athlete, that is detailed and mostly relevant. AO1 – good recall of knowledge and understanding of the effects that two performance-enhancing drugs (PEDs) may have on a track and field athlete, that is mostly detailed. Subject-specific terminology is used, but not always consistently. </td></tr> <tr> <td>1</td><td>1 to 3</td><td> AO3 – limited analysis of the effect that performance-enhancing drugs (PEDs) may have on a track and field athlete. AO2 – limited application of knowledge and understanding of the effect that performance-enhancing drugs (PEDs) may have on a track and field athlete, that has minimal detail and is mostly superficial. </td></tr> </tbody> </table>	Band	Mark	Descriptor	3	7 to 9	AO3 – excellent analysis of the effects that performance-enhancing drugs (PEDs) may have on a track and field athlete that is comprehensive and highly relevant. AO2 – excellent application of knowledge and understanding of the effects that performance-enhancing drugs (PEDs) may have on a track and field athlete, that is comprehensive and highly detailed. AO1 – excellent recall of knowledge and understanding of the effects that performance-enhancing drugs (PEDs) may have on a track and field athlete, that is comprehensive. Subject-specific terminology is used consistently throughout.	2	4 to 6	AO3 – good analysis of the effects that performance-enhancing drugs (PEDs) may have on a track and field athlete, that is detailed and mostly relevant. AO2 – good application of knowledge and understanding of the effects that performance-enhancing drugs (PEDs) may have on a track and field athlete, that is detailed and mostly relevant. AO1 – good recall of knowledge and understanding of the effects that two performance-enhancing drugs (PEDs) may have on a track and field athlete, that is mostly detailed. Subject-specific terminology is used, but not always consistently.	1	1 to 3	AO3 – limited analysis of the effect that performance-enhancing drugs (PEDs) may have on a track and field athlete. AO2 – limited application of knowledge and understanding of the effect that performance-enhancing drugs (PEDs) may have on a track and field athlete, that has minimal detail and is mostly superficial.	9 AO1=3 AO2=3 AO3=3
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	0	No rewardable material	
		Examiners are reminded that indicative content reflects content-related points that learners may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response. It is not a requirement that the learners formulate a response specifically against each AO as laid out in the indicative content. Indicative content AO1 – learners will recall knowledge and understanding of the effects that different performance-enhancing drugs (PEDs) may have on a track and field athlete, that may include the following: • beta blockers • stimulants • anabolic agents • growth hormones • blood doping. AO2 – learners will apply knowledge and understanding of the effects that different performance-enhancing drugs (PEDs) may have on a track and field athlete, that may include the following: • Beta blockers – reduce the effects of adrenaline on the body, heart rate, muscle tension and blood pressure of a track and field athlete. • Stimulants – make a track and field athlete more alert, speed up parts of the brain to carry out actions in an event quickly. • Anabolic agents – increase the rate and amount of muscle growth of a track and field athlete and could speed up recovery after training / the events / competition. • Growth hormones – are naturally occurring substances that can improve muscle growth of a track and field athlete and increases their production of red blood cells. • Blood doping – the athlete has blood withdrawn from the body and frozen in a lab. Close to a competition, the blood is injected back into the body to increase red blood cell count.	

	AO3 – learners will analyse the effects that different performance-enhancing drugs (PEDs) may have on a track and field athlete's performance, that may include the following: • Beta blockers – could help a track and field athlete to calm down before an important event / competition. However, they generally will not be beneficial for a track and field athlete, as they could slow them down and make their reactions slower, so they do not get off the start line quickly. • Stimulants – could be beneficial to a track and field athlete, as it could make them more alert and reduce their reaction time, so they could react quicker at the start of a race. As they mask pain, the track and field athlete could train for longer which could improve strength and speed so they will run faster and win the race. However, as they mask pain, it could lead to overtraining or injury which would decrease their performance. • Anabolic agents – will develop a track and field athletes' muscle size and body weight which will make them more powerful and allow them to run faster in a race. They can also increase aggression and competitiveness, which is beneficial in a competitive environment such as track and field. However, they could decrease performance, as side effects such as heart damage could cause medical issues which prevent the track and field athlete from training and competing. An increase in aggressive behaviour could make an athlete over-aroused and have a negative effect on performance. • Growth hormones – could improve performance by helping with muscle growth of the track and field athlete so they could jump higher or get more power in a throw. It could also increase the oxygen-carrying capacity of the blood which would be beneficial for a track and field athlete as it could help them keep going at a high intensity for the full duration of an event. • Blood doping – the athlete has blood withdrawn from the body and frozen in a lab. Close to a competition, the blood is injected back into the body to increase red blood cell count. This increases the body's oxygen carrying capacity allowing the athlete to perform at a higher intensity for a longer duration of time. However, this would increase blood viscosity, making the blood thicker. This puts more strain on the heart and increases the risk of high blood pressure, blood clots, stroke, and even heart attacks. Accept any other suitable response.	
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Assessment objective (AO) grid

Section A

Question	AO1	AO2	AO3	Total
1	1			1
2	1			1
3	1			1
4	3			3
5		4		4
6 (a)	1			1
6 (b)		2		2
7 (a)		2		2
7 (b)			2	2
8			3	3
Total	7	8	5	20

Section B

Question	AO1	AO2	AO3	Total
9	1			1
10	1			1
11	1			1
12	3			3
13		3		3
14 (a)	2			2
14 (b)		2		2
15 (a)	2			2
15 (b)		2		2
16			4	4
Total	10	7	4	21

Section C

Question	AO1	AO2	AO3	Total
17	1			1
18	1			1
19	1			1
20	2			2
21 (a)	1			1
21 (b)		2		2
22 (a)	2			2
22 (b)		2		2
23 (a)	2			2
23 (b)		3		3
24			4	4
Total	10	7	4	21

Section D

Question	AO1	AO2	AO3	Total
25	3	3	3	9
26	3	3	3	9
Total	6	6	6	18