

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE Physical
Education (6PE01/01)
Unit 1: Participation in Sport and
Recreation

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Question	Acceptable responses	Mark
1	<p>1 mark awarded for each point to a maximum of 2 marks for each requirement.</p> <p>Below are examples of responses you might see. This list is not exhaustive you should credit any response which is correct and answers the question.</p> <p>(i) Fitness – obese people e.g. of an example answer;</p> <ol style="list-style-type: none"> 1. Obese people may have reduced cardiovascular fitness (1) 2. May lack energy and or endurance to compete / tire quickly (1) 3. may be physically unable to move effectively (1) 4. greater strain on muscles and joints (1) 5. self-confidence issues relating to size / appearance / (1) 6. A perception of not being able to take part / complete the activity. (1) <p>(ii) Ability – Young Children</p> <ol style="list-style-type: none"> 1. May not have had the opportunity to develop the sports specific/motor skills to participate (1) 2. May not understand the rules/laws of the task (1) 3. May not have the confidence/low self esteem 4. May lack the experience (1) 5. May be age restrictions (1) 6. Dependent on help for transport 	<p>(2)</p> <p>(2)</p> <p>(2)</p>

Question	Acceptable responses	Mark
	<p>(iii) Resources – low socio-economic group may</p> <ul style="list-style-type: none"> • not be able to afford the membership / training fees (1) <ol style="list-style-type: none"> 1. not be able to afford the clothing/equipment/facilities (1) 2. not be able to afford transport (1) 3. not be able to afford coaching 4. not have the appropriate social status (1) 5. May live in a deprived area that cannot afford resources / infrastructure. 6. A specific example of a sport requiring expensive resources such as horse riding <p>(iv) Time – people in full time work have (NB. This is the rider to the answers but is not to be awarded as a mark)</p> <ol style="list-style-type: none"> 1. restricted leisure time / Long working hours of some professions makes it difficult to commit regular time / shift work / finish work late. 2. Tired after work 3. due to time taken to travel to and from work (1) 4. may only be able to participate at evening/weekends (1) 5. facilities are not available when they are available (1) 6. other non-working commitments such as family, on top of work commitments (1) 7. Some sports require a large time commitment. 	(2)
	Total marks for Question 1	8

Question	Acceptable responses	Mark
2(a)	1 mark for definition of sedentary lifestyle: Is a lifestyle that is (predominantly) lacking in physical activity (1)	(1)
2(b)	Up to 4 marks awarded for an explanation that identifies society is becoming increasingly sedentary and the consequences of this. 1. Society is becoming increasingly sedentary (therefore pertinent for today's society) (1) 2. Lack of activity impinges up on or effects health by increasing the risk of illness / reducing the physical, social and or mental wellbeing of an individual (1) 3. A lack of physical activity impinges upon the health of society as exercise / sport benefits social and mental wellbeing also (1) 4. Being sedentary is likely to lead to an increase in other (hypokinetic) disorders such as obesity/high blood pressure/ CHD/ any other appropriate disorder (1) 5. Evidence suggests that if a person is sedentary they are also more likely to have poor diets / drink / smoke (1) 6. Increasing costs on public services e.g. NHS (1) 7. Being sedentary and the associations with that, are believed to cause more premature deaths than smoking.(1) And any other acceptable which answer the question correctly can be credited with marks.	(4)
Total marks for Question 2		5

Question	Acceptable responses	Mark
Q03(a)(i)	<p>Any 5 reasons related to fitness testing from the list below:</p> <ol style="list-style-type: none"> 1. To ascertain current strengths and weaknesses / current fitness levels / bench mark 2. To set targets 3. Use to inform planning a training programme / set training intensity. 4. To measure progress or to measure the effectiveness of a training programme / adapting the programme. 5. To draw comparisons from previous performance levels or with other athletes 6. To aid team selection / national ranking. 7. To ascertain if the athlete is fit enough to compete post injury. 8. To improve / gain motivation 9. To ascertain if they are ready for competition 	(5)
Q03(a)(ii)	<p>An explanation about validity in reference to fitness testing</p> <p>Validity refers to whether or not a fitness test actually measures exactly what it is required to measure (1)</p> <p>For example the 12 minute Cooper Run measures Cardiovascular Endurance (1) so it would be valid for an athlete requiring CVE (1) but only if their sport was running based (1)</p>	(3)

Q03(b)	<p>A possible structure could follow;</p> <p>Stating if the test is suitable or not (1)</p> <p>Identifying the component of fitness that the test measures (1) and its relevance for a long distance swimmer (1)</p> <p>Criticism of its validity / Reference to the need to be swimming not running based (up to a max of 3 mark)</p> <p>Any form of qualification that makes the test relevant for a swimmer, i.e. reliability (1)</p> <p>e.g.</p> <p>The Cooper test measures cardiovascular endurance (1), which is appropriate for the long distance swimmer (1).</p> <p>However the test lacks validity (1)</p> <p>as it is a running based not a swimming based test (1)</p> <p>The test is reliable as it is carried out in stable conditions (1) and therefore comparison in performance is accurate (1)</p> <p>also would be difficult to create stable conditions for open water swimming as so many variables so this is a potential option (1)</p>	(4)
Total for Question 3		12

Question	Acceptable responses	Mark
4(a)(i)	1 mark for identifying appropriate method of training for an endurance athlete. Acceptable response from: Aerobic training, Continuous training, Circuit training, Fartlek training, Long intervals, Low intensity weight / resistance training.	(1)

4(a)(ii)	<p>1 mark for each definition and up 2 marks for each justification.</p> <p>Below are examples of responses you might see. This list is not exhaustive you should credit any response which is correct and answers the question.</p> <p>Definition and justification must match method of training identified in part Q04(a)(i) or no marks can be awarded.</p> <p>A generic justification mark can be awarded for recognition that the method of training enhances the correct component of fitness.</p> <p><u>Endurance athlete</u></p> <p><u>Definition: Continuous training</u> 1. Long duration / extended period of time activity where intensity remains constant throughout (1)</p> <p><u>Justification: Continuous training</u> 2. it is associated with aerobic work / CV / aerobic benefits it is long duration low intensity activity (1). 3. this enables the athlete to build up to the duration of the event (1) 4. this enables the athlete to work at a specific intensity (1) 5. Is suitable for active recovery (1)</p> <p><u>Definition: Circuit Training</u> 5. Performing different exercises in sequence at different exercise stations (1)</p> <p><u>Justification: Circuit Training</u> 6. The athlete can target the specific exercises that make up the circuit (1) 7. The athlete can target the specific work intensity and or the number of</p>
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	<p>stations to ensure that endurance is targeted (1)</p> <p>8. The athlete can target the order of the exercises so that muscle groups can be alternated or repeated (1).</p> <p><u>Definition: Fartlek Training</u></p> <p>9. Is a long duration activity where the <u>intensity / effort varies</u> (1).</p> <p><u>Justification: Fartlek Training</u></p> <p>10. By training at different intensities the athlete can replicate the event / make it more sports specific (1).</p> <p>11. By training at different intensities the athlete can cover greater distance (1)</p> <p>12. By training at different intensities the athlete can relive boredom (1)</p> <p>13. Can target different energy systems / fitness components in the same session.</p> <p>Long intervals</p> <p><u>Definition: (Long) Interval training</u></p> <p>1. Training with a <u>work:rest</u> (W:R) ratio that is <u>repeated</u> (1)</p> <p><u>Justification:</u></p> <p>2. The athlete sets the intensity, duration and recovery so power intensities can be targeted (1)</p> <p>3. Allows sufficient rest to enable a very high intensity to be worked at (1)</p> <p>4. The <u>work : rest</u> (W:R) ratios can be set to provide optimum overload and to target a specific fitness component (1)</p> <p><u>Definition: Low Intensity Weight training</u></p> <p>1. Training against or with a variable resistance (1)</p> <p><u>Justification: Weight training</u></p> <p>2. The intensity can be determined to target the fast twitch / power fibres</p>	(3)
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	<p>(1) 3. The exercises and movements can replicate those used in the event (1) 4. Specific muscles or muscle groups can be targeted (1)</p>	
4(b)(i)	<p>1 mark for identifying appropriate method of training for power athlete. Examples of acceptable response from: NB any accurate / suitable method of training should be credited</p> <p>Anaerobic training, Weight / resistance training, Plyometrics, Interval training, Circuit training, SAQ, Speed Training, Power Training,</p>	(1)
4(b)(ii)	<p>Definition and justification must match method of training identified in part Q04(b)(i) or no marks can be awarded</p> <p>1 mark for each definition and up 2 marks for each justification.</p> <p>Below are examples of responses you might see. This list is not exhaustive you should credit any response which is correct and answers the question.</p> <p>A generic justification mark can be awarded for recognition that the method of training enhances the correct component of fitness.</p> <p><u>Definition: Weight / resistance training</u> 1. Training (with weights) against a (variable) resistance (1)</p> <p><u>Justification: Weight / resistance training</u> 2. The intensity can be determined to target the fast twitch / power fibres (1) 3. The exercises and movements can replicate those used in the event (1) 4. Specific muscles or muscle groups can be targeted (1) 5. Specific adaptations for a power athlete can be targeted (1)</p>	

	<p><u>Definition: Plyometrics training</u></p> <p>1. A movement involving an <u>eccentric</u> (accept forcibly lengthening phase) contraction immediately before a <u>concentric</u> (<u>shortening</u>) contraction (1)</p> <p><u>Justification: Plyometrics training</u></p> <p>2. It specifically develops power and speed due to the nature of the movements carried out (1).</p> <p>3. Training adaptations happen within a couple of week/quicker than other methods of training (1)</p> <p>4. Activities can be sports specific (1)</p> <p>5. activities are explosive by nature and so this replicates power movements.</p> <p>6. Encourages quicker and increased muscle fibre recruitment.</p> <p><u>Definition: Interval training</u></p> <p>1. Training with a <u>work:rest</u> (W:R) ratio that is <u>repeated</u> (1)</p> <p><u>Justification:</u></p> <p>2. The athlete sets the intensity and duration so power intensities can be targeted (1)</p> <p>3. Allows sufficient rest to enable a very high intensity to be worked at / repeated sets (1)</p> <p><u>Definition: Circuit Training</u></p> <p>5. Performing different exercises in sequence at different exercise stations (1)</p> <p><u>Justification: Circuit Training</u></p> <p>6. The athlete can target the specific exercises that make up the circuit (1)</p> <p>7. The athlete can target the specific work intensity and or the number of stations to ensure that power is targeted (1)</p> <p>8. The athlete can target the order of the exercises so that muscle groups</p>	(3)
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	<p>can be alternated or repeated (1).</p> <p>SAQ Definition 9. SAQ involves targeting neuromuscular adaptations to aid the speed of muscle firings / or similar phrased alternative</p> <p><u>Justification</u> 10. by targeting "over- speed" / muscle retraining the muscles fibres are able to fire / respond faster and with greater efficiency. 11. By doing so more economical power will be produced.</p>	
	Total for Question 4	8

Qu 5*	Indicative content	
QWC	<p>A discussion that covers a variety of the issues and any implications The discussion can examine the similarities between the two concepts, the often dependency of one upon the other, the fact that there is not always a requisite for both, that achieving top level fitness might actually impact upon health. The role of exercise in helping to achieve health and fitness.</p> <p>The indicative content is an example of many of the points that may be addressed within the discussion. It is not essential that student use this content, they may construct a discussion along different points and examples to those expressed below:</p> <ul style="list-style-type: none"> • Candidates will focus on the need for a “healthy” lifestyle or diet in order to be healthy, they may often neglect the need to be physically well. • Definition of fitness being “the ability to meet the demands of the sporting environment without undue fatigue.” • Definition of health being “the complete state of physical, mental and social wellbeing and not just the absence of disease” • Candidates will be able to provide lots of examples that support that the two are similar / linked by identifying that fit athletes appear healthy. E.g. The fit rower being healthy ((Steve Redgrave won 5 gold medals but suffered from diabetes) • Learners will be able to identify that fitness is sport related and health is quality of life. • Examples of a differentiation of the two may focus on a Sumo wrestler being fit but clearly not healthy. The answer would need to clarify that the wrestler is <u>not healthy because....</u> he is obese and lacks physical wellbeing. • Examples may point to seemingly fit boxers suffering concussion, rugby players / gymnasts suffering from arthritic posing joint issues, eating disorders that in turn leads to health issues such as missed periods, susceptibility to illness • Top answers might relate to the need for athletes to have very low / dangerously low body fat levels (T d F cyclists with measures as low as 4%) • Reference might be made to top athletes taking PED’s • Reference to mental health issues such as the vulnerability of Victoria Pendleton, the depression of Trescothic in the Ashes tour (2014) • Reference to the role that exercise plays u=in achieving both, - general exercise / activity will aid health but specific and structured is needed to improve fitness. <p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p> <p>The candidate’s response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>	(12)

	0	No rewardable content
Level	1 – 2	<ul style="list-style-type: none"> • A limited discussion that includes descriptive comment and/or lists, with minimal or no evaluation. • Subject specific terminology is not used and/or inappropriately used • The response is mostly appropriate; though includes many factual inaccuracies and irrelevancies. • The response is poorly structured with frequent errors in spelling, punctuation and grammar. <p>Poorly developed answer that lacks the content to substantiate a discussion. Confusion, vague answers, generalised and often inaccurate statements.</p>
2	3 – 5	<ul style="list-style-type: none"> • A basic discussion that includes mostly descriptive comment, and contains some basic evaluation. • Subject specific terminology is sometimes used, though there may be some inaccuracies in its application. • Responses are appropriate; though include some factual inaccuracies and/or irrelevancies. • The response has a basic structure with frequent errors in spelling, punctuation and grammar. <p>Good definition of health, fitness will be missing the reference to sport. Acceptance that the two are not dependent on each other and will quote the sumo wrestler Often uses the two terms as being synonymous Some inaccuracies and confusion within the answer</p>
3	6 – 8	<ul style="list-style-type: none"> • A good discussion that includes some evaluation. • Subject specific terminology is consistently used, though there may be some inaccuracies in its application. • Responses are relevant and appropriate. • The response has a sound structure with some errors in spelling, punctuation and grammar. <p>Definitions are generally both accurate Beginning to demonstrate that the two can and often are linked (with substantiation as to why) but not a necessity. Good and accurate identification and support of being fit but not healthy - with examples The identification of being fit but not healthy will often be based around the individual performing no exercise An attempt at a conclusion is made</p>
4	9 - 12	<ul style="list-style-type: none"> • A comprehensive discussion that is coherent and includes a detailed evaluation. • Subject specific terminology is used with minimal error in its application. • Responses are insightful, realistic and current. • The response has clear and effective structure with minimal error in spelling, punctuation and grammar. <p>Definitions are accurate Acceptance that the two can and often are linked (with substantiation as to why) but not a necessity. Accurate identification and support of being healthy but not fit - with contrasting examples Accurate identification and support of being fit but not healthy, - with contrasting examples Reference to exercise and its role in aiding / achieving both may be addressed. Conclusion</p>

Question	Acceptable responses	Mark
6(a)(i)	1 mark awarded for: Popular Recreation(s) (1)	(1)
6(a)(ii)	1 mark awarded for: Rational Recreation / Sport (1)	(1)
6(b)(i)	<ol style="list-style-type: none"> 1. society was male dominated which was reflected in the activities 2. society was rural so the activities took place in the country 3. Both society and the recreational activities were organised by social status 4. There was limited equipment / resources in society and also within the activities / lack of money for equipment. 5. Both society and the recreational activities were often violent / cruel 6. Britain was frequently at war and this was reflected in the combat nature of many of the activities. 7. Transport was not available so activities were localised 8. There were few social laws and there was no written rules for the activities as most of society was illiterate, so there were also few / no rules for recreation / they were Un-coded / unstructured 9. The lack of rules / laws in society meant that often recreational activities for the peasants were mob based 10. There was a lack of public holidays or leisure time so activities were occasional / often based around the religious or the farming calendar <p>Any other acceptable response which answers the question correctly can be credited with marks.</p>	(3)

6(b)(ii)	<ol style="list-style-type: none"> 1. More laws were introduced within society and this was mirrored in sports 2. As society became more literate it became possible and necessary to codify sport / write the rules. 3. There became a need for regulations to make activities safer in order to protect the workforce / skilled workers couldn't afford to get maimed playing sport. 4. There became a structure and order to society and sports began to be organised into teams and with competitions. 5. Specific work places were built, similarly there were new structured playing environments created / Growth of purpose build stadia. 6. A lack of space due to urbanisation meant that specific areas for activities were set aside. This meant that numbers had to be regulated. 7. Regulation in playing numbers and rapid urbanisation led to a growth in spectatorism. 8. As there became work / shift times, so too there was a specific start times for events / duration of events. 9. Eventually machines and changes to employment law provided more leisure time 10. The media began to play a part in everyday life, and similarly became important for sports. 11. Transport development made it possible for sport to be played across regions / the country <p>And any other acceptable which answer the question correctly can be credited with marks.</p>	(3)
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6(c)(i)	<p>1 mark for definition of codification:</p> <p>The (creation) and recording / writing of recognised and acceptable rules. (1)</p>	(1)
6(c)(ii)	<p>Any 1 mark from the list below for stating how codification changed the nature of sport in Britain:</p> <ol style="list-style-type: none"> 1. Allowed for a common understanding between players and spectators / allowed for everyone to follow the same rules(1). 2. Sports could now be played across different regions (1) 3. Allowed for leagues and regional competitions (1) 4. Created a need for NGB's 5. Created a safer and less violent activity / 6. encouraged a more skilful demonstration of the games. (1) 7. Sports were seen as a more civilised activity which helped to increase their popularity.(1) 8. Required officials to ensure that the rules were applied (1) 9. Sport was more organised 	(1)
Total for Question 6		10

Question	Acceptable responses	Mark
7	<ol style="list-style-type: none"> 1. This involves <u>spreading</u> the ethics created within the public schools to other parts of the UK and beyond. 2. Spreading the ethic is about spreading the ideals of the ethic rather than just introducing the activities. 3. The ethic was largely based around the idea that playing games offered many benefits / fun rather than just playing games to win. 4. The notion of athleticism / honesty / communication / integrity / leadership / values were essential elements of the ethic. 5. Playing fairly and within the rules was a fundamental part of the games ethic / sportsmanship 6. House captains were established which helped to <u>create positive role models</u> 7. Exporting the ethic of the games involved it being adopted by the universities and then by wider British society 8. The games and the ethics from the public schools were <u>taken to Oxbridge / Melting pot</u> of ideas led to the rationalisation of many of the games 9. Students left university / schools and the sports and took the rules but more importantly the ethics with them. 10. Employment sought by ex-public students allowed them to “export” the ethics through the army / church / empire etc 11. The ethics as such were cascaded / <u>defused into society</u>. 12. It also involved the ethics being adopted by British colonies as well as other countries / empire 13. The notion of sportsmanship such as shaking hands etc is evidence of the “games ethic” having been successfully transported 14. The adoption of games afternoons at schools and universities 	(6)

	throughout the last century is evidence of the ethic being exported And any other acceptable response which answers the question correctly can be credited with marks.	
	Total for Question 7	6

Question	Acceptable responses	Mark
8(a)(i)	1 mark for definition and 1 mark for the example <u>Amateur Sport</u> 1. (When) there is no financial incentive / reward to play or win (1) <u>Example</u> 2. Football played by a group of friends on a Sunday morning (1)	(2)
8(a)(ii)	1 mark for definition and 1 mark for the example <u>Professional Sport</u> 3. (Where) the players are rewarded or compensated financially do it as a job, for playing or winning (1) <u>Example</u> 4. The Premier football league (1) NB. For an example, accept elite if the named sport is itself professional.	(2)
8(a)(iii)	1 mark for definition and 1 mark for the example <u>Sponsorship of Sport.</u> 5. Where companies provide individuals or teams with payment or goods in return for promoting their brand and or name. (1) 6. <u>Example</u> Emirates sponsor Arsenal's stadium (1)	(2)
8(b)	Up to 6 marks for an explanation, any 6 from: 1. The cost of hosting the games rose because of events in 1972, - security post 1972 (Israeli athletes shot). 2. These costs needed to be paid / covered and led to an increase in hosting subsequent the games. 3. in addition the 1976 Montreal Games had left the city bankrupt. 4. US Federal government & California state government withdrew their funding to prevent a similar bankruptcy. 5. To compensate for the loss of revenue the Olympic committee had to	

	<p>find alternative revenue,</p> <ol style="list-style-type: none"> 6. Peter Uberroth created the blue print by adopting a business approach to the Games. 7. He tried to raise funds, selling the TV rights for the games to just one company. 8. Because they were sold as Exclusive rights for TV this increased the revenue significantly. 9. Commercial investors sponsored the buildings. 10. They also sold the festoon (the 5 ring logo) to commercial sponsors 11. and as such the golden triangle was created 12. the 1984 games were known as the Hamburger Games due to the extensive sponsorship from McDonalds and Coco Cola. 13. Consequently sport had become / emerged as a commodity 14. 1984 became the first games to make a profit 15. The Commercial model had been created and was now copied for subsequent sporting events. <p>And any other acceptable response which answers the question correctly can be credited with marks.</p>	(6)
8(c)	<p>Up to 5 marks for outlining the process used by East Germany. Any 5 from:</p> <ol style="list-style-type: none"> 1. Implemented a series of tests and screening of 7/8 year olds. 2. results were analysed by the National Sports Federation looking for potential in sports such as gymnastics / track and field, rowing, swimming, cycling etc (sports that were largely a measure of fitness and not direct interaction with others) 3. those that scored well were invited to attend local training centres several times a week / trained for a further 2 to 3 years 4. if progress was good then at 10 years of age they would be transferred to a sports <u>boarding school</u>, the transfer was virtually compulsory 5. While at the school's students would have 2 hours of academic study 	

	<p>and 6 hours of sports coaching and physical training each day / 50 hrs a week.</p> <p>6. Use of elite sports institutes /centres of excellence / top class facilities / coaches.</p> <p>7. Students took part in Spartakiad events to simulate major games</p> <p>8. It was a state funded and controlled system</p> <p>9. It was at all times elitist, if a student did not produce the desired results they were dropped from the programme.</p> <p>10.Appliance of sports science to support athletes / all elements of technical support was offered.</p> <p>11.Supportive medicine / drugs given to athletes</p>	(5)
	Total for Question 8	17

Qu 9*	Indicative content	
QWC	<p>An explanation that gives the advantages and disadvantages about the level of commercialisation in modern sport, that includes the following indicative content: Commercialisation of sport is the use of sport as a commodity to generate profit, usually for a 3rd party, e.g. Sky commercialised football in order to make profits for Rupert Murdoch, not for the benefit of football. It is not essential that student use this content, they may construct a discussion along different points and examples to those expressed below:</p> <p>Advantages</p> <ol style="list-style-type: none"> 1. Raise the profile of sports in general 2. External funding brought into sports 3. Allowed for the development of some "minority sports" 4. Allows for greater investment in stadia and infrastructure. 5. Allows for greater coverage 6. Allows for sports to become professional 7. Allows for research and training development <p>Disadvantages</p> <ol style="list-style-type: none"> 8. Cost of watching sport live may exclude some 9. Sports may be seen as increasingly available only to the wealthy 10. Loss of control from sports bodies to commercial bodies, i.e. the timing of adverts, the timing of events etc 11. Players lose touch with the fans 12. Players seen as greedy 13. Winning has become increasingly important 14. Increased pressure to cheat 15. Increased deviance / drug use 16. Corruption at all levels with examples within FIFA, the IOC, The UCI. In addition players taking bribes etc <p>The indicative content is a guide to the responses candidate may give. Other valid responses which answer the question correctly can be credited as appropriate.</p> <p>The candidate's response must be read in conjunction with the level descriptor below in order to give the appropriate mark. For example, a response that is firmly in the level would receive the middle mark in the level, a response that is just into the level would receive the bottom mark in the level, a response which nearly reaches the next level would receive the top mark in the level preceding it.</p>	(12)

	0	No rewardable content
Level	1 – 2	<ul style="list-style-type: none"> • A limited explanation that includes descriptive comment and/or lists, with minimal or no detail. • Subject specific terminology is not used and/or inappropriately used • The response is mostly appropriate; though include many factual inaccuracies and irrelevancies. • The response is poorly structured with frequent errors in spelling, punctuation and grammar. <p>Limited points offered. Assumptions, generalisations and lack of examples Short in content</p>
2	3 – 5	<ul style="list-style-type: none"> • A basic explanation that includes mostly descriptive comment, and contain some detail. • Subject specific terminology is sometimes used, though there may be some inaccuracies in its application. • Responses are appropriate; though include some factual inaccuracies and/or irrelevancies. • The response has a basic structure with frequent errors in spelling, punctuation and grammar. <p>There will be no attempt to define the term commercialisation / the understanding of it may be limited or confused. There may be no indication offered as to whether commercialisation within sport is increasing. The answer may be predominantly biased towards one side and will contain unsubstantiated points and inaccuracies. Possibly weighted to the negatives with the focus being on increased deviance. Points made will be generic or opinion based and will often not be substantiated or backed up with examples.</p>
3	6 – 8	<ul style="list-style-type: none"> • A good explanation that includes some detail. • Subject specific terminology is consistently used, though there may be some inaccuracies in its application. • Responses are relevant and appropriate. • The response has a sound structure with some errors in spelling, punctuation and grammar. <p>Commercialisation as a concept is, where necessary, defined / explained with some generalisations. Examples of commercialisation in sport are used but often the indication is that the driver is to benefit sport. The answer is likely to contain a balance of views with examples of the advantages and disadvantages. Terminology is often accurately used but there will be some generalisations and assumptions. There is likely to be no or a limited attempt to conclude.</p>
4	9 - 12	<ul style="list-style-type: none"> • A comprehensive explanation that is coherent and includes a full detail. • Subject specific terminology is used with minimal error in its application. • Responses are insightful, realistic and current. • The response has clear and effective structure with minimal error in spelling, punctuation and grammar. <p>A well balanced discussion containing substantiated points taken from a variety of different scenarios. Commercialisation as a concept is fully understood and where necessary accurately defined / explained. Examples of commercialisation in sport are used to enhance the answer. Correct terminology and accuracy of content are clearly characteristic of answers in this band. The answer will contain a summary or conclusion which identifies whether current levels of commercialisation are beneficial or detrimental to sport</p>

