

Markscheme

May 2024

Sports, exercise and health science

Higher level

Paper 2

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Subject details: Sports, exercise and health science HL paper 2 markscheme

Mark Allocation

Candidates are required to answer **ALL** questions in Section A [**50 marks**] and **TWO** question in Section B [**40 marks**].
Maximum total = [**90 marks**].

Markscheme format example:

Question			Answers	Notes	Total
5	c	ii	this refers to the timing of the movements OR the extent to which the performer has control over the timing of the movement ✓ external paced skills are sailing/windsurfing/receiving a serve ✓ internal paced skills are javelin throw/gymnastics routine ✓		2 max

1. Each row in the “Question” column relates to the smallest subpart of the question.
2. The maximum mark for each question subpart is indicated in the “Total” column.
3. Each marking point in the “Answers” column is shown by means of a tick (✓) at the end of the marking point.
4. A question subpart may have more marking points than the total allows. This will be indicated by “**max**” written after the mark in the “Total” column. The related rubric, if necessary, will be outlined in the “Notes” column.
5. An alternative word is indicated in the “Answers” column by a slash (/). Either word can be accepted.
6. An alternative answer is indicated in the “Answers” column by “**OR**”. Either answer can be accepted.
7. An alternative markscheme is indicated in the “Answers” column under heading **ALTERNATIVE 1** etc. Either alternative can be accepted.

8. Words inside chevrons « » in the “Answers” column are not necessary to gain the mark.
9. Words that are underlined are essential for the mark.
10. The order of marking points does not have to be as in the “Answers” column, unless stated otherwise in the “Notes” column.
11. If the candidate’s answer has the same “meaning” or can be clearly interpreted as being of equivalent significance, detail and validity as that in the “Answers” column then award the mark. Where this point is considered to be particularly relevant in a question it is emphasized by **OWTTE** (or words to that effect) in the “Notes” column.
12. Remember that many candidates are writing in a second language. Effective communication is more important than grammatical accuracy.
13. Occasionally, a part of a question may require an answer that is required for subsequent marking points. If an error is made in the first marking point then it should be penalized. However, if the incorrect answer is used correctly in subsequent marking points then **follow through** marks should be awarded. When marking, indicate this by adding **ECF** (error carried forward) on the script. “ECF acceptable” will be displayed in the “Notes” column.
14. Do **not** penalize candidates for errors in units or significant figures, **unless** it is specifically referred to in the “Notes” column.

Section A

Question			Answers	Notes	Total
1.	a	i	51.7<cm>	Accept range of 51.1-52/ 52.0 Do not accept 51/ 51.0	1 max
1.	a	ii	51.5-48.5 = 3<cm>	Candidates must show their working and correct total. Accept range of 48.1-49/ 49.0 for My Jump app. Accept calculation within accepted range for 1ai (51.1-52) and My Jump App (48.1-49/ 49.0) e.g. 51.5-48.1 = 3.4 Allow ECF from 1ai if other value is within accepted range.	1 max
1.	a	iii	my Jump app data is similar to the standard/ force platform OR my Jump app data is valid in comparison to the standard/ force platform; my Jump app is reliable/ consistent in comparison to the standard/ force platform OR my jump app data shows little to no outlier measurements in comparison to the standard/ force platform; data shows a strong correlation r^2 value is close to 1 > with the standard/ force platform; the app jump over-estimates jump height in comparison to the standard/ force platform up to 49cm;		3 max

1.	a	iv	the results are <highly> statistically significant; the value suggests there is a 0.001 probability of this effect happening by chance;	<i>Do not accept reference to low probability</i>	1 max
1.	b		feedback/ data from software is immediate/ timely/ objective; software can be cheap/ easy to download/ accessible OR traditional tools <such as force platform> can be difficult to obtain/ expensive/ difficult to get hold of; software is compact/ transportable OR traditional tools <such as force platform> can be bulky to transport and store; feedback can be used to improve skill acquisition OR tracking progress/monitoring goals can be easier <due to accessibility of data>; talent identification can be improved <due to the accessibility of feedback>;		3 max
1.	c	i	ATP-CP/ ATP-PC/ Creatine phosphate/ phosphocreatine <system>;	<i>Do not accept anaerobic respiration</i>	1 max
1.	c	ii	1ATP is produced <per PCr>; breakdown of PCr frees Pi; Pi combines with ADP to form ATP; OR the energy released from the breakdown of PCr is used to resynthesis ATP from ADP and Pi;	<i>Award marks for correct description of ATP-PC system during the vertical jump even if 1ci incorrectly identified.</i>	3 max

			no waste products; creatine kinase is the controlling enzyme;				
1.	d	i	exercise and caffeine <trial>;		1 max		
1.	d	ii	caffeine and exercise trial yielded the highest energy deficit/lowest relative energy intake <-1638kJ> and the highest enjoyment <97>;	Must reference both exercise enjoyment and relative energy intake	1 max		
1.	e		Karvonen method used to monitor training response/ exercise load/ intensity; Karvonen method can be used to estimate/ calculate/determine training zones/ heart rate range; Karvonen method uses resting and max heart rate OR $((HR_{max} - HR_{rest}) \times \% \text{ intensity}) + HR_{rest} = \text{Target/ training heart rate};$	Do not accept solely stating 'heart rate'	2 max		
1.	f		depletion of energy sources/ ATP/ PC/ Glucose/ Glycogen; increased levels of the fatiguing waste products; reduction in calcium ion release;	Do not accept less energy on its own. Accept examples of specific waste products	2 max		
2	a		carbon/ C, hydrogen/ H, oxygen/ O, nitrogen/ N;	All elements must be included	1 max		
2.	b		essential amino acids cannot be synthesized by the human body/ must be obtained from diet;	Accept in converse	1 max		
2.	c		<table border="1"><tr><td>Macronutrient</td><td>Change in recommended intake when marathon training</td></tr></table>	Macronutrient	Change in recommended intake when marathon training	Do not accept reference to high or low, unless candidates refer to a <u>change</u> e.g. higher intake	3 max
Macronutrient	Change in recommended intake when marathon training						

			<table><tr><td>Carbohydrate</td><td>Increases;</td></tr><tr><td>Protein</td><td>Increases;</td></tr><tr><td>Fat</td><td>Increases;</td></tr></table>	Carbohydrate	Increases;	Protein	Increases;	Fat	Increases;		
Carbohydrate	Increases;										
Protein	Increases;										
Fat	Increases;										
3.	a		glucose provides energy for the brain <cells>; this energy is responsible for neurotransmission/ information processing; glucose is the fuel for ATP production through aerobic respiration; glucose storage is limited in the brain; The blood brain barrier only allows small molecules <e.g. glucose> to pass through if the blood has low level of glucose <or oxygen> mental state/ cognitive function can be altered negatively OR without glucose <or oxygen> the person may experience dizziness/ loss of consciousness/ convulsions;	Accept examples of cognitive function	3 max						
3.	b		Thalamus controls/ directs/ filters sensory/ motor information <except olfactory> to the brain/ cerebrum/ cerebral cortex; Relays information between the brain stem and cerebrum/ cerebral cortex; Maintains consciousness/ alertness <mental> awareness/ attention/ wakefulness during the session; Hypothalamus controls/ regulates the autonomic nervous system/ heart rate/ blood pressure/ appetite/ thirst/ electrolyte balance/ circadian rhythms; Regulates pituitary gland/ endocrine system to maintain homeostasis OR e.g., release ADH to conserve water/ release GHRH to stimulate release of GH;	Award [1] Max per structure	2 max						

3.	c		antidiuretic hormone/ ADH <to maintain water balance>; growth hormone/ GH <that helps to regulate growth>;	<i>Accept other hormones <including abbreviations></i> <i>Oxytocin<OT>; Luteinizing Hormone<LH>; Follicle-stimulating hormone <FSH>; Thyroid-stimulating hormone <TSH>; Prolactin <PRL>; Adrenocorticotrophic hormone <ACTH>;</i>	2 max
4.	a		ATP/ adenosine triphosphate provides energy for muscles/ muscular contraction; breaking of the <high energy> bond between the phosphates liberates the <chemical> energy OR release of a phosphate liberates <chemical> energy OR ATP loses a phosphate through hydrolysis; ADP is re-joined by a phosphate to reform ATP; when ATP loses phosphate group/ Pi e.g. aiding the power stroke; ADP gains a phosphate by the respiration of other fuels e.g. PC/ glucose/ glycogen/ fat OR ADP gains a phosphate through ATP-PC/ lactic acid/ aerobic system;	<i>For MP4 there must be a specific example of the use of ATP (do not accept muscle contraction)</i>	4 max
4.	b		calcium ions are released from the sarcoplasmic reticulum; calcium binds to troponin; <presence of calcium> tropomyosin/ troponin exposes binding sites <on actin>;		3 max

			enabling cross-bridge formation/ actin and myosin to bind/ connect; cross-bridge cycling/ muscle contraction continues until insufficient calcium is present;		
5.	a		oxygen moves from an area of high pressure/ concentration to one of low pressure/ concentration OR oxygen moves down a concentration gradient; PP/ concentration of O ₂ at the alveoli is higher and PP/ concentration of O ₂ of the blood in the <pulmonary> capillaries is lower; oxygen moves from the alveoli to the <pulmonary> capillaries; via diffusion; 1 cell thick/ short diffusion pathway between the alveoli and capillaries, allows quick/ efficient transport/ exchange of O ₂ ; the steeper the diffusion gradient the greater the rate of diffusion;	<i>Do not accept reference to CO₂</i>	4 max
5.	b		resting HR is higher in untrained <than trained> OR resting HR is lower in trained <than untrained>; cardiac output is lower for untrained <than trained> OR cardiac output is higher for trained <than untrained>;	<i>There must be a reference to high or lower. Or direct difference between trained and untrained</i> <i>e.g. Trained resting HR is low, Untrained resting HR is high</i>	2 max
5.	c		increased stroke volume/ left ventricular volume; hypertrophy/ stronger/ bigger left ventricle/ heart <muscle>;		2 max

5.	d	at rest, blood pressure is typically 120/80 (systolic/ diastolic); systolic blood pressure will increase during <dynamic and static> exercise; systolic blood pressure is higher during static exercise compared to dynamic exercise; diastolic blood pressure will remain the same/ slightly increase during dynamic exercise; diastolic blood pressure will increase during static exercise; during dynamic exercise systolic increase due to the increase in cardiac output; during dynamic exercise vascular shunting reduces peripheral resistance to blood flow maintaining diastolic blood pressure; during static exercise, the active muscles constrict blood vessels, increasing peripheral resistance, increasing blood pressure;	<i>Award [3] max for reference to only systolic or diastolic blood pressure</i> <i>Award [3] max no reference to rest</i> <i>For MP1 accept a range of lower than 140-100 for systolic and 55-90 for diastolic</i>	4 max
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Section B

Question			Answers	Notes	Total
6.	a		First Law: an object in motion will remain in motion unless acted upon by a net force; e.g. the ball will stay in place until someone kicks it; e.g. the ball will continue in motion unless acted on by the grass/ gravity/ player; Second Law: force equals mass multiplied by acceleration/ $f=ma$ OR the acceleration (for a body/ object of constant mass) is proportional to, and in the same direction as, the unbalanced force applied to it; e.g. the greater the force applied during the kick, the further the ball will fly; Third Law: to every action there is an equal and opposite reaction; e.g. <when jumping> the athlete pushes against the ground, the ground pushes back with an equal force;	<i>Examples must come from football/ soccer</i> <i>Credit 2 different examples of the application of Newton's 1st law if given</i>	5 max
6.	b		Ethical ethical implications of discrimination <involuntary exclusion in, one or more sports>; ethical implications of discrimination beyond sport, for example, in employment; may encourage application of gene doping to improve athletic performance; Health identification of life-threatening genetic conditions <e.g. risk of cancer>;	<i>Award [3] max for either ethical or health examples</i>	4 max

			the potential to predict susceptibility to injury and so reduce risk/ improve safety for an individual athlete;		
6.	c		cardiovascular drift is a slow and gradual rise in heart rate when exercise is performed over a prolonged period of time; cardiovascular drift would become more apparent in a warmer climate; cardiovascular drift is likely caused by dehydration/ rising core temperature <during later stages of the game/ warm climate>; the rise in core temperature causes redistribution of blood to the periphery in order to cool; cooling/ sweating causes fluid loss/ decreases in blood plasma; this results in increased blood viscosity OR this results in decreased stroke volume; to maintain homeostasis/ cardiac output/ Q there is a <gradual> increase in HR (cardiac drift) OR reduction in venous return/ stroke volume causes the heart rate to increase to maintain cardiac output;	<i>Award [5] max if no reference to the game or conditions that increase body temperature.</i>	6 max
6.	d		no exercise/ training is associated with <slightly> increased susceptibility to infection/ poorer immune function; moderate exercise/ training is associated with reduced susceptibility to infection/ improved immune function; high levels of training/ overtraining can lead to high susceptibility to infection/ suppression of the immune system;	<i>Accept fully annotated diagram for MP1/ 2/ 3</i>	5 max

		High levels of training/ overtraining can lead to greater susceptibility than no exercise/ training; regular heavy training loads performed by elite athletes can lead to a rise in cortisol levels; high levels of stress hormones/ cortisol reduce leucocyte numbers therefore reducing the ability to fight infection; inflammatory response to muscle damage can become overactive due to levels of training; high levels of stress hormones can cause an overactive or <severely> suppress inflammation response to infection; greater exposure to airborne bacteria and viruses because of an increased rate and depth of breathing <drawing them deeper into the respiratory tract>;		
7.	a	<periodization> gradual cycling of specificity, intensity and volume of training to achieve peak levels of fitness for competition; <periodization> includes breaking up a long period of training into sections, macro/ meso, micro cycles/ off-season/ pre-season/ competition; <progression> coach needs to ensure that challenge of sessions increases gradually OR e.g. gradual increases in weights/ repetition/ sets; <overload> coach plans to increase intensity/ frequency/ time/ FIT of sessions <with appropriate rest to elicit beneficial adaptations> OR e.g. increasing frequency/ intensity of training per week;	<i>Award [1] max per principle</i> <i>Accept any descriptions of a macro/ meso/ micro cycle or part of a season</i>	6 max

		<specificity> coach plans sessions that focus on developing muscles/ skills/ energy systems/ movement patterns/ strategy that are relevant for their performance OR e.g. sprinter focusing on developing leg muscles; <reversibility> Ensure that sufficient rest/ recovery is planned within training to prevent periods of no-training which could lead to loss of fitness; <variety> to maintain motivation/ prevent boredom, coach plans a range of activities/ methods; e.g. cross-country skier engaging in swim training;		
7.	b	Role hormones are chemical messengers; hormones regulate/ coordinate water balance/ growth/ blood glucose/ range of bodily functions/ homeostasis; hormones affect specific target cells OR local hormones act on neighboring/near by cells OR circulating hormones act on distance target cells; hormones bind to specific receptors; Basic release hormones are secreted by endocrine glands OR release is regulated by feedback loops; hormones are released into the bloodstream; hormones are released to neighboring cells;	<i>Max [3] if no reference to hormonal role/ hormonal release</i> <i>Accept specific examples of glands e.g. pituitary gland</i>	4 max

			release of hormones typically occurs in short bursts; hormones released over longer periods of time stimulate long term changes;		
7.	c		PRP is the increase in reaction time to a second stimulus caused when the second stimulus has been delivered while the performer is responding to the first stimulus OR it is the time delay in reaction time caused by the arrival of a second stimulus before the first is processed; this is believed to take place due to brain processing information on a single track/ using the single channel mechanism; Strengths: can be used to help a performer have greater chances of success e.g. pretending to pass/ run one direction then quickly changing to pass/ run the other way; provides a performer with a greater range of options in their play; external noise e.g.: other players calling, or crowd noise can enhance the effectiveness of the PRP; the more options that a player has, the greater the reaction time to the stimulus <Hick's law>; Limitations: if a performer uses it too often, they will become predictable and this limits success; PRP may be reduced by anticipation/ early cue detection/ effective coach analysis/ practising «open» skills; anxiety might make the performer get the timing wrong and thus the PRP is not effective;	<i>Award [2] max for an annotated diagram of the single channel hypothesis for mark points 1 and 2</i> <i>Award [4] max if no example given</i> <i>Award [4] max if no reference to strengths or limitation</i>	5 max

7.	d	Maximize Playing surface: e.g. changing the playing surface to tarmac/ astroturf/ synthetic track/ dry court; Footwear: e.g. wearing cleats/ studs/ spikes; Equipment: e.g. waxing a surfboard/ wearing gloves in golf/ chalking hands gymnastics; Temperature: e.g. warming, e.g. balls in squash/ tyres OR surface area increase, e.g. cyclist indoor velodrome; Minimize Playing surface: e.g. changing the playing surface to a wet/ waxed floor; Footwear: e.g. wearing ice skates; Manipulation of equipment: e.g. add lubricants to chains/ wax floors;	Max [4] for either max or min Do not credit reference to drag Max [1] per category	5 max
8.	a	<u>A, perimysium</u> surrounds bundles of muscle fibres; <u>B, endomysium</u> surrounds muscle fibres; <u>C, muscle fiber/ cell</u>: muscle cells are striated/ contain myofibrils/ are multi-nucleated; <u>D, sarcomere</u> is a basic contractile unit of the muscle cell/ separated by z-disks/ lines; <u>E, Actin</u> thin filament; <u>F, Myosin</u> thick filament;	Max [1] for an accurate label of 3 structures, Max [2] for an accurate label of 6 structures NB-accurately annotated structures are not included in the count. e.g. Award 1 only for D Sarcomere, E Actin, F Myosin thick filament Do not accept Myofibril for D	6 max
8.	b	children inherit genes from their parents via sex cells <gametes>;		4 max

		half of inherited genes are from each parent; many genetic combinations from the same parents are possible; genes code for the production of proteins; proteins are responsible for the development of an individual OR human characteristics/ phenotype are determined by their genes/ genotype; Genes can be switched on/ switched off by internal/ external factors; Characteristics can change during a person's lifetime; Multiple genes determine the measurable heritable characteristics for each individual;		
8.	c	<u>Clarity</u>- avoid trying to learn or teach two similar but distinct items in the same session as the memory of one may interfere with the memory of the other; <u>Chunking</u> - information is “chunked”/ grouped/ joined together instead of being presented as individual items; <u>Coding</u> - name/ label sets of information, allows for less items to be remembered/ easier recognition; <u>Rehearsal</u> – repeated processing, either mentally or physically that engrains into the LTM; <u>Organization</u> - we remember more easily if we organize the way in which we are to learn and ensure that the information is meaningful; <u>Practice</u> - shuttles the image of the skill backwards and forwards between the short-term and long-term memory and in doing so establishes what is known as a “memory trace”/ pathway; <u>Association</u> - ensure that new learning is linked to what players already know, allowing for the item to be more meaningful; <u>Brevity</u> - giving a learner a small amount of information at a time to avoid overload;	<i>Award [1] max for a list of at least three memory aids</i>	5 max

8.	d	oxygen consumption remains elevated after exercise/ EPOC to repay back oxygen debt <deficit created at the beginning of exercise>; oxygen consumption will remain high until restoration of PC/ myoglobin oxygen saturation OR oxygen consumption will remain high until lactic acid/ CO₂ levels return to normal/ removed/ recycled; oxygen consumption will remain high until waste products are removed/ recycled; liver/ muscle glycogen stores are replenished during recovery; phosphagen/ myoglobin stores can be replenished within a few minutes of recovery <alactacid/ fast component>; the recycling/ removal of lactate/ replenishment of glycogen stores may take several hours after exercise <lactacid/ slow component>; replacement of carbohydrate/ protein post exercise aids recovery <reduces fatigue in future session>; <Active> cool-down aids removal of waste products; <active> cool-down brings HR down gradually and reduces blood pooling; the greater the intensity/ duration of the race the greater the EPOC/ oxygen debt/ recovery; the more trained the individual the faster they will recover from fatigue OR if training load/ volume is planned/ increased gradually fatigue maybe reduced; as an individual ages <post maturation> the longer it may take to recover;	<i>Accept in the converse</i> <i>Accept in the converse</i> <i>Accept in the converse</i>	5 max
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9.	a	angular momentum = angular velocity x moment of inertia; torque is applied to start the pirouette; the greater the torque the greater the angular momentum created; <i>To execute the pirouette:</i> the skater must rotate quickly/ increase speed of rotation; the skater tucks their limbs into a compact position to reduce their moment of inertia; <i>Towards the end of the pirouette:</i> the skater increases their movement of inertia by opening out/ moving limbs away from the body; this then reduces the speed of rotation <allowing the skater to stop spinning>;	<i>Max [2] (MP4-MP8) if no reference to the skater</i>	6 max
9.	b	<u>surface drag</u>, as a body moves through a fluid, its outer surface catches a layer of the fluid nearby, slowing it down <compared to the fluid further away and so causing drag>; <i>e.g. a swimmer shaving;</i> <u>form drag</u>, as a body pushes against a fluid, the fluid opposes motion; <i>e.g. cyclists adopting a low-profile position;</i> <u>wave drag</u>, when a body moves along the surface of a fluid (usually water) some fluid is displaced to form a wave which causes additional forces that oppose motion; <i>e.g. swimming underwater for as long as is allowed at the start of a race;</i>	<i>Examples must link to correctly named type of drag Award [2] max if no examples are given Award [2] max for each type of drag</i>	4 max
9.	c	SA involves focusing on relevant information; whilst ignoring/ filtering out irrelevant information/ noise;		5 max

			SA reduces information overload/ prevents confusion from streams of information OR the way we overcome the limited capacity of the short-term memory is by using selective attention; selected stimuli are held in the STM and compared to information/ stored in long-term memory; SA can be improved with training, practice, learning as this adds to LTM knowledge of various situations; More experience of a situation can improve SA and therefore decision making;		
9.	d		Effective in visually representing positional dynamics and interactions between players <e.g. player who has possession/ location field of play>; Can be used to analyse the effectiveness of a formation/ system of play <e.g. impact of different formations such as possession/ territory/ defence stability>; Can be used to analyse the effectiveness of set plays/ phases/ strategies/ tactics <on possession/ territory/ defence stability>; Allows analysis of individual players within a team, assessing their movements/ contribution to possession/ positional changing/ decision making; Allows opportunity to prepare/ analyse tactics dependent on opponents they will face; Offers feedback on individuals/ team to highlight strengths and areas for development;	Accept annotated diagram for MP1	5 max