



AS

Physical Education

7581/W - Paper 1 - Factors Affecting Participation in Physical Activity and Sport

Mark scheme

7581

June 2018

Version/Stage: 1.1 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

Applied physiology

0 1

Identify the plane and axis of motion for the action occurring at the shoulder joint from position **X** to position **Y**.

[1 mark]

Marks for this question: AO2 = 1

D

0 2

Which **one** of these statements defines expiratory reserve volume?

[1 mark]

Marks for this question: AO1 = 1

C

0 3

Explain the role of golgi tendon organs during PNF.

[2 marks]

Marks for this question: AO2 = 2

Golgi-tendon organs detect the tension in the muscle (created during the isometric contraction Phase) (1).

Golgi-tendon organs send inhibitory signals/autogenic inhibition (1)

Delays the stretch reflex (1)

Allowing for greater range of movement (1).

Maximum 2 marks

0 4

Describe **three** mechanisms that support venous return.

[3 marks]

Marks for this question: AO1 = 3

Award **one** mark for any of the following points.

((Skeletal) muscle pump) – increased contraction of muscles press nearby veins (to squeeze blood back to the heart) (1).

(Respiratory pump) – increased breathing rate will alter/change pressure in thoracic cavities/area to (assist blood flow back to the heart) (1).

(Suction pump of heart) – more blood pumped out of the heart, so more blood then drawn/forced back (1).

Pocket valves – (located in veins), stop backflow (by closing) and help shunt blood back to heart (1).

Smooth muscle – located in the walls of the veins/involuntary muscle contraction (help to squeeze blood back to heart) (1).

NB; Description must be present – no marks for just naming mechanisms.

Accept other appropriate descriptions of venous return mechanisms.

Maximum 3 marks

0 5

Describe how the cardiac conduction system causes the heart to contract.

[3 marks]

Marks for this question: AO1 = 3

Award **one** mark for each of the following points.

- The sino-atrial node (SAN) (the pace maker of the heart) sends an impulse/electrical signal through the walls of the atria (1).
- Spreads as a wave of excitation (1)
- This causes atrial systole/atria contract (1).
- The impulse then passes to the atrio-ventricular node (AVN), (which delays the impulse (for around 0.1 seconds, enabling atria to fully empty) (1).
- The impulse passes down the Bundle of His (in the septum of the heart), to the Purkinje fibres in the (walls of) the ventricles (1).
- Ventricular systole then occurs/ventricles contract (1).

Students must refer to the system in order.

Accept other appropriate descriptions of how the cardiac conduction system causes the heart to contract.

Maximum 3 marks

0 6 . 1

Calculate cardiac output for the untrained performer at point **D** in **Table 1**.

[2 marks]

Marks for this question: AO2 = 2

Award **one** mark for correct calculation and **one** mark for use of units.

Untrained =

- Cardiac output = 120×100
- = 12000 ml/min / 12 L/min

NB; Award **two** marks for the correct answer with no working.

Do not credit heart rate x stroke volume only.

Maximum 2 marks

0 6 . 2

Explain how **and** why the components of cardiac output differ for a trained performer at point **A**.

[3 marks]

Marks for this question: AO2 = 3

- Trained athlete would have a lower resting heart rate of below 60 bpm/bradycardia (1)
- The trained athlete has a higher resting stroke volume (more blood ejected per beat) (1)
- Regular training of trained performer leads to cardiac hypertrophy (1)
- This means a trained performer will have stronger heart/more forceful contraction (1)

Maximum 3 marks

0 7

Discuss the use of creatine as a dietary supplement for a 200m sprinter.

[5 marks]

Marks for this question: AO3 = 5

Advantages (Sub-max 3 marks)

- Increases an athlete's stores of PCr in muscle cell/anaerobic system (1).
- This allows them to perform at a higher intensity for a longer period of time/run quicker during a
- Race/energy system to last longer during race (1).
- Lengthen the duration of training at higher intensities to develop power eg. so can push off the blocks quicker (1).
- Quicker recovery time (1).

Disadvantages (Sub-max 3 marks)

- Can be expensive to buy supplementation – may not be accessible to all (1).
- Question the benefits of supplementation/research is inconclusive of the benefits (1).
- There are potential drawbacks/side-effects that may outbalance any possible benefits (1), dehydration, muscle cramps, possible liver damage.
- Some may argue about ethics/cheating (1).

Accept other appropriate applications of evaluative points.

Maximum 5 marks

0 8

Analyse how the musculo-skeletal **and** lever systems operate at the right knee **and** ankle to achieve an effective take-off.

[8 marks]

Marks for this question: AO1 = 2, AO2 = 3, AO3 = 3

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Level	Marks	Description
4	7-8	Knowledge is consistently accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is consistently used. The answer almost always demonstrates substantiated reasoning, clarity, structure and focus.
3	5-6	Knowledge is usually accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent. Relevant terminology is often used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
2	3-4	Knowledge is sometimes accurate with some detail. Application of breadth or depth of knowledge is sometimes evident. Analysis and/or evaluation is sometimes made between different relevant factors and their impact, but may lack coherence. Relevant terminology is sometimes used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and focus.
1	1-2	Knowledge may be limited. Application of breadth or depth of knowledge may be limited or not evident. There may be little or no analysis and/or evaluation between different relevant factors and their impact. Relevant terminology is occasionally used. The answer may lack substantiated reasoning, clarity, structure and focus.
	0	No relevant content.

Possible content may include:

AO1 – Knowledge of bones, joints, muscles and levers involved in movement.

The ankle is a hinge joint which is made up of the talus, tibia and fibula. The muscles working at the ankle are the gastrocnemius and tibialis anterior.

The knee joint is a hinge joint which is made up of the femur and tibia. The muscles working at the knee are the quadriceps and the hamstrings.

Levers are made up of fulcrum, resistance and effort.

AO2 – Application to the long jumper

During the take-off, at the ankle plantar flexion occurs due to the concentric contraction of the gastrocnemius which is the agonist. The antagonist is the tibialis anterior. This movement occurs through sagittal plane and around the transverse axis.

During the take-off, at the knee extension occurs due to the concentric contraction of the quadriceps which is the agonist. The antagonist is the hamstrings. The movement again occurs through the sagittal plane and transverse axis.

During the take-off, the lever system operating at the ankle is the 2nd class lever.

During the take-off, the lever system operating at the ankle is the 3rd class lever.

AO3 – Analysis/evaluation of factors effecting the action of the long jumpers right leg drive off the board.

The 3rd class lever operating at the knee is a mechanical disadvantage, where by the effort arm is shorter than the load arm, although there is a larger range of movement, meaning that the muscular contraction of quadriceps needs to be forceful to overcome this and will allow the long jumper to apply good force and move mass quickly. The 2nd class lever operating at the ankle is a mechanical advantage, where by the effort arm is longer than the load arm and therefore this aids the long jumper to drive their mass off the board. Less speed.

If the long jumper sinks into the board, the right leg will flex more at the ankle and knee, which will cause the quadriceps and gastrocnemius to eccentrically contract under the load. The long jumper will then initiate/apply a concentric contraction of these muscles leading to a powerful explosion off the take-off board.

Accept other appropriate analysis of how musculo-skeletal and lever systems operate to achieve an effective take-off.

NB; Credit other relevant evaluative points.

Maximum 8 marks

Section B

Skill acquisition and sports psychology

0 9

Which type of goal is concerned with improvements in technique?

[1 mark]

Marks for this question: AO1 = 1

C

1 0

When considering transfer of learning, a skill learnt in netball may aid the learning of another skill in basketball.

Which **one** of the following types of transfer is best described by this statement?

[1 mark]

Marks for this question: AO1 = 1

C

1 1

Explain how this theory applies to a badminton player learning a new skill.

[4 marks]

Marks for this question: AO2 = 4

Award **one** mark for any of the following points.

- What can be done alone – e.g. grip racket, get into position and make contact with shuttle to perform overhead clear (1).
- What can I do with help from a coach – e.g. generating more power to clear shuttle further, by getting my feet and body in better position – angled side on, grip racket more efficiently with thumb and index finger better positioned (1).
- What cannot be done yet – e.g. generating consistent power/distance (1).
- To help/support the badminton player would need to observe and copy others/socially learning from others / help them through 3 stages and set targets / goals (1).
- Learn from More Knowledgeable Other/take advice from coach (MKO) (1).

Accept relevant application of Vygotsky's social development theory with reference to skill development in badminton.

Maximum 4 marks

1 2

Evaluate how the presence of others can impact on the player taking the penalty kick.

[6 marks]

Marks for this question: AO2 = 2, AO3 = 4

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Level	Mark	Descriptor
3	5-6	Knowledge of performing in the presence of others is clear and generally well detailed and applied to a player taking a penalty kick. The impact of the presence of others is evaluated to give appropriate and detailed links to a player taking a penalty kick. Relevant terminology is normally used. The answer sometimes demonstrates substantiated reasoning, is clear, coherent and focused
2	3-4	Knowledge of performing in the presence of others is evident with some application to a player taking a penalty kick. Some evaluation of the impact of the presence of others to give some appropriate links to a player taking a penalty kick. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence and focus.
1	1-2	Knowledge of performing in the presence of others is limited with limited application to a player taking a penalty kick. Limited or no evidence of evaluation of the impacts of the presence of others linked to a player taking a penalty kick. Relevant terminology is rarely used. The answer lacks substantiates reasoning, clarity, coherence and focus.
	0	No relevant content

AO2

Audience can improve increase/decrease performance

Social facilitation = audience improves performance

Social inhibition = audience decreases performance

Evaluation apprehension = perceived fear of being judged by other players/fans

AO3

Passive others (audience) can be acknowledged by player, those watching, spectators/TV audiences adding to pressure/expectations/burden.

Interactive others (competitive co-actors) are present, with some being in direct competition.

Opposing players may try and influence the thinking and performance of the penalty taker.

The player may be aware of social re-enforcers, coaches and parents. The player may experience evaluation apprehension, thoughts of their feelings and expectations/consequences before taking penalty kick.

Therefore the influence of others could motivate the player and lead to higher levels of concentration to perform well (facilitate) or hinder (inhibit)

This may be dependent upon the player's personality/experience and the effect on arousal levels

With increased arousal often skill level – elite = facilitate/novice = inhibit.

Novice/complex skill = inhibition effects the dominant response

Elite/Simple skill = facilitate effects the dominant response

Can increase likelihood of performers dominant / habitual response occurring.

Presence of others will increase arousal and maybe anxiety.

Maximum of 2 marks awarded for only AO2

Accept other appropriate evaluation of how the presence of others can impact on the penalty taker.

Maximum 6 marks

1 3

Describe the **four** processes of observational learning.

[4 marks]

Marks for this question: AO1 = 4

Award **one** mark for each of the following points.

Sub-max 1 mark for listing the four processes

The four processes are Attention, Retention, Motor reproduction and Motivation (1)

- (Attention) Ensure performer takes notice by making demonstration attractive/clear/accurate/stands out and justifying its use (1).
- (Retention) Ability to remember/create mental image of skill important information, by being able to recall demonstration in memory (1).
- (Motor production) Capability to physically copy demonstration, through appropriate level being
- set to give success/attempt skill immediately after demonstration(1).
- (Motivation) The drive/the need/the want/approach behaviour needed to copy, achieved by giving praise/rewards/positive reinforcement (1).

Be certain that the description actually describes the process, just does not repeat the 4 main point
Accept other relevant descriptions of the four processes of observational learning.

Maximum 4 marks

1 4

Suggest strategies that a coach may use to reduce the effects of social loafing in a team game **and** the impact these may have on performance.

[4 marks]

Marks for this question: AO1 = 2, AO3 = 2

AO1: Strategies (Sub-max 2 marks)

- Recognise and reward individual effort (1).
- Give players specific roles and/or responsibilities (1).
- Set individual goals/SMARTER and targets, according to team/task aims (1).
- Avoid situations in which social loafing could occur (1).
- Maintain fitness of group/individuals (1).
- Organise team-bonding activities/create more group identity (1).

AO3: Impacts (Sub-max 2 marks)

- Players should feel more motivated/valued, work harder/better recognition/feel more confident (1)
- Improved relationships/ team dynamics (1).
- Reduce faulty processes/better team work/bigger contribution (1).
- Improvement in all players productivity (1).
- Reduced fatigue of player(s) (1)

Accept other relevant strategies or impacts.

Maximum 4 marks

1 5

Evaluate how well the interactionist perspective explains the behaviour of a team member in varying competitive situations.

[8 marks]

Marks for this question: AO1 = 2, AO2 = 3, AO3 = 3

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

Level	Marks	Description
4	7-8	Knowledge is consistently accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is consistently used. The answer almost always demonstrates substantiated reasoning, clarity, structure and focus.
3	5-6	Knowledge is usually accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent. Relevant terminology is often used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
2	3-4	Knowledge is sometimes accurate with some detail. Application of breadth or depth of knowledge is sometimes evident. Analysis and/or evaluation is sometimes made between different relevant factors and their impact, but may lack coherence. Relevant terminology is sometimes used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and focus.
1	1-2	Knowledge may be limited. Application of breadth or depth of knowledge may be limited or not evident. There may be little or no analysis and/or evaluation between different relevant factors and their impact. Relevant terminology is occasionally used. The answer may lack substantiated reasoning, clarity, structure and focus.
	0	No relevant content.

Possible content may include:

AO1 – Knowledge of interactionist perspective

Aspects of the team member's personality will be stable, innate, enduring traits. Whilst other aspects of team member's personality have developed because of social learning theory.

Interactionist perspective of personality combines these two concepts.

The team members will have core values, typical responses and role related behaviour (Hollander's model).

AO2 – Application of interactionist perspective to a team member in competition

The team member's core values may cause them to behave and react in a stable manner to certain competitive situations.

It could be that in certain situations a player exerts a typical response, so the team member may have learnt to apply aspects of their personality to varying situations. E.g. It may be that the team member has a core value of a strong work ethic and therefore their typical response in competition could be to track back and defend at all times.

Significant others and other team members/peers may influence the team member to behave in a certain manner or the team member may follow the norm of the team's behaviour.

$B=f(P \times E)$. The behaviour of the team member is dependent on their personality and the competitive situations they are in.

AO3 – Analysis/evaluation of interactionist perspective explanation of behaviour

The team member's core values could be very hard to alter and therefore the behaviour they exert during competition may remain stable and this could affect performance/competition positively or negatively.

Reinforcement from significant others could lead to the behaviour of the team member being continued, which may have positive or negative effects during competition.

Personality is stable; however, the competitive situation can be unstable.

Particular competitive situations may require varying behavioural responses from the team member, which may be difficult depending upon their traits.

There may be varying forms of distinguishing the team member's personality profile.

If the team member better understands their personality profile this may assist them in altering/adapting/learning to cope better in any given competitive situation.

Accept other appropriate evaluation of how the interactionist perspective explains behaviour in competitive situations.

Maximum 8 marks

Section C

Sport and society and technology in sport

1 6

Which **one** of the following statements accurately describes prejudice?

[1 mark]

Marks for this question: AO1 = 1

A

1 7

Data are collected on two occasions using the same test. The results collected are consistent.

What is this an example of?

[1 mark]

Marks for this question: AO1 = 1

B

1 8

Identify **three** characteristics of real tennis.

[3 marks]

Marks for this question: AO1 = 3

Award **one** mark for each of the following points up to a maximum of **three** marks.

- Played by the upper classes/civilised (1).
- Complex rules/strategy/skilful (1).
- Specialised kit and equipment/facilities (1).
- Played by men (1).
- High moral code (1).

Accept first three answers only.

Accept other relevant characteristics of real tennis.

Maximum 3 marks

1 9

State **three** characteristics of amateurs during the industrial and post-industrial (1780–1900) period.

[3 marks]

Marks for this question: AO1 = 3

Award **one** mark for each of the following points.

- High status/respected (1)
- Played for the love of the game (1)
- Controlled sport (1)
- Top/best performers (1)
- High moral values/sportsmanship/fair play (1)

Do not accept upper class

Not paid is too vague

Accept any other relevant characteristics of amateurs during this period (1780-1900).

Maximum 3 marks

2 0

Discuss the effects of commercialisation on lawn tennis.

[4 marks]

Marks for this question: AO3 = 4

Award **one** mark for each of the following points up to a maximum of **four** marks.

Advantages (Sub max 3 marks)

- Increases in funding that comes with commercialisation have led to better facilities/technology, coaching and opportunities (1)
- Increased funding leading to increased prize funds/salaries and opportunities for women players (1)
- Increased funding has led to increases in coverage of lawn tennis on TV – leading to increased media involvement, which can lead to increased rights/contracts generating more income for lawn tennis (1)
- Lawn tennis can become commodity of business, which supports the endorsement of products, bringing increased sales and subsequently increased sponsorship of sport (1)
- Supports and encourages professionalism, whereby higher standard of play/higher skill levels which can increase spectator appeal (1)
- More opportunity for grass-roots development/participation (1)
- Lawn tennis may see alterations to competition structures to create more excitement (1)

Disadvantages (Sub max 3 marks)

- Viewing times and the game structure interrupted by media advertising which may not suit (1)
- Rules of the game may change losing traditional nature/competition formats may change (1)
- Increased usage of technology, hawk-eye and appeals methods during game, reducing the flow of the game (1)
- Money involved means that performers develop a win at all costs mentality which could ruin the reputation of lawn tennis/match fixing/cheating (1)
- Pressure to keep performing, making them anxious/fatigued/play when injured (1)

Accept any other effects of commercialisation on lawn tennis.

Maximum 4 marks

2 1

Consider the impact social stratification can have on sporting participation.

[4 marks]

Marks for this question: AO3 = 4

Type/choice of activity

- Social Class – may affect which activity choice is made – tennis/horse riding (1).
- Those with higher socio-economic status can select schooling (public/state schools) – better facilities in more affluent areas, some sports are still associated to wealth (1).
- It may be that sections or certain groups of society are still underrepresented in specific sports (1).
- Some in society may feel inferior/unwelcomed/embarrassed to participate in certain sports (1)

Number of opportunities

- Those individuals with more disposable income may be able to access clubs, facilities and resources more readily (1).
- It may be that sections or certain groups of society are still underrepresented in sport overall (1).

Time/money/transport

- Social Class – lower status families may place more emphasis on children working or contributing to chores/education (1).
- Social class may now not be having such an impact as there are clubs and facilities accessible for all classes (1)

Accept any other impact of social stratification on sporting participation.

Maximum 4 marks

2 2

What does **Table 2** show about gender and choice of sport over the five year period?

[4 marks]

Marks for this question: AO2 = 4

Award **one** mark for each of the following points up to a maximum of **four** marks.

- More males and females take part in individual sports (compared to team sports) (1).
- More males participate than females (1)
- A similar percentage of males and females take part in individual sports (1).
- More males take part in team sports (than females) (1).
- The percentages over the five year period have remained constant (1).
- Although there was a bit of a drop on males participating in team sport after 2011/12 (1).

Accept any other interpretative point related to the data in Table 2.

If answers simply repeat data from multiple cells, maximum 1 mark.

Maximum 4 marks

2 3

Different types of feedback are used by coaches to improve performance.

Sports analytics increases the range of feedback available to a performer. This will lead to an increase in performance.

Analyse this statement.

[8 marks]

Marks for this question: AO1 = 2, AO2 = 3, AO3 = 3

Students are expected to answer in continuous prose, use good English, organise information clearly and use specialist vocabulary where appropriate.

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	0	No relevant content.

Possible content may include:

AO1 – Knowledge of sports analytics and types of feedback

Means of collecting data, including video analysis/GPS programmes/video motion analysis, VO2 max, lactate threshold, indirect calorimetry, R:E:R, GPS software and devices.

Types of feedback. Positive, negative, extrinsic, intrinsic, knowledge of results, knowledge of performance

AO2 – Application of information gathered through data; supporting the range of feedback to improve performance

Data (quantitative/qualitative) that the coach obtains could lead them to offer more extrinsic feedback; allowing performer to make improves and be motivated.

This data may lead a coach to providing more positive or negative feedback about a performer's success.

With gathered data, the coach will be able to offer feedback to the performer on knowledge of results, how successful they have been. The coach may also have suitable data to identify corrections needed in the quality of performance, how a skill or aspects of performance could be developed/improved.

The performer may be able to utilise any data gathered to inform their own intrinsic feelings and improvements to performance.

AO3 – Analysis/evaluation of impact and effectiveness of data to support improvements in performance

The coach would need to consider the integrity of the data used to provide feedback.

The feedback offered to a performer needs to be relevant to support understanding and achieve desired improvements. Is the feedback relevant to the player and given in simple terms.

Timing of when the coach providing feedback is vital, considering stage of learning, level of performance and motivation of the performer.

Considerations to whether the performer will have the capability/skill level to respond to feedback offered by the coach.

How accurate is the data. How reliable and valid is it the data being used to offer feedback to the performer.

NB; Credit any other relevant analysis of this statement.

Maximum 8 marks