GCE A LEVEL

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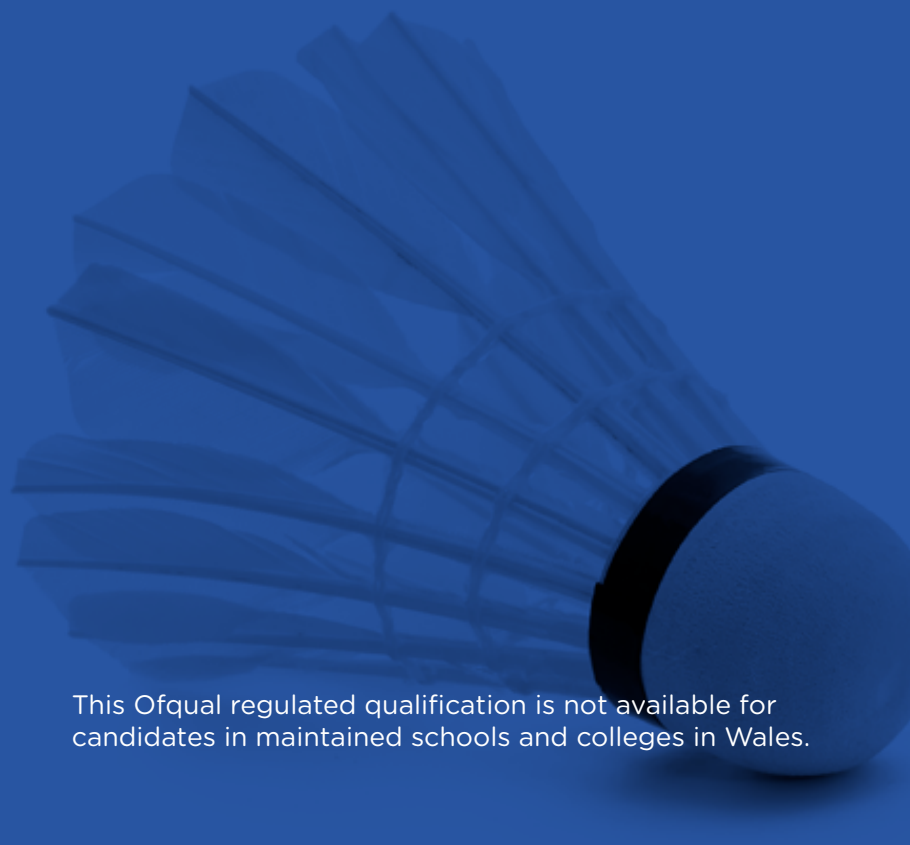
WJEC Eduqas GCE A LEVEL in

# PHYSICAL EDUCATION

ACCREDITED BY OFQUAL

# SAMPLE ASSESSMENT MATERIALS

Teaching from 2016



wjec cbac

This Ofqual regulated qualification is not available for candidates in maintained schools and colleges in Wales.

For teaching from 2016
For award from 2018

# GCE A LEVEL
# PHYSICAL EDUCATION

# SAMPLE ASSESSMENT MATERIALS

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| Candidate Name | Centre Number | | | | | Candidate Number | | | | |
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**A LEVEL PHYSICAL EDUCATION**

**COMPONENT 1**

**EXPLORING CONCEPTS IN PHYSICAL EDUCATION**

**SAMPLE ASSESSMENT MATERIALS**

**2 hours**

| Question | Maximum mark | Marks awarded |
|---|---|---|
| 1a | 1 | |
| 1b | 4 | |
| 1c | 5 | |
| 1d | 3 | |
| 1e | 3 | |
| 1f | 4 | |
| 2a | 1 | |
| 2b | 2 | |
| 2c | 3 | |
| 2d | 4 | |
| 2e | 4 | |
| 2f | 6 | |
| 3a | 1 | |
| 3b | 4 | |
| 3c | 5 | |
| 3d | 10 | |
| 4a | 3 | |
| 4b | 5 | |
| 4c | 12 | |
| 5a | 1 | |
| 5b | 3 | |
| 5c | 5 | |
| 5d | 6 | |
| 5e | 10 | |
| **Total** | 105 | |

## INSTRUCTIONS TO CANDIDATES

Answer ALL questions.

Write your name, centre number and candidate number in the spaces at the top of this page. Write your answers in the spaces provided in this booklet.

Use black ink or black ball-point pen.

Do not use pencil or gel pen.

Do not use correction fluid.

## INFORMATION FOR CANDIDATES

Diagrams, charts and graphs can be used to support answers when they are appropriate.

Mark allocations are shown in brackets.

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*Answer **all** questions.*

1.

**Figure 1**



(a) The athlete in Figure 1 is performing a lateral raise.

Identify the movement pattern during the upward phase of the action.
Tick **one** box only. [1]

A Flexion along the frontal plane. ☐

B Abduction along the sagittal plane. ☐

C Extension along the horizontal plane. ☐

D Abduction along the frontal plane. ☐

E Rotation about the transverse axis. ☐

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**Figure 2**



Figure 2 shows a gymnast performing a straddle handstand on the beam.

(b) Using examples from sport, explain how the centre of mass and base of support determine the stability of a body. [4]

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The gymnast dismounts the beam using a backward somersault.

(c) Identify the axis of rotation involved in a backward somersault and explain how the gymnast can alter her body shape in order to change the rate of spin about this axis. [5]

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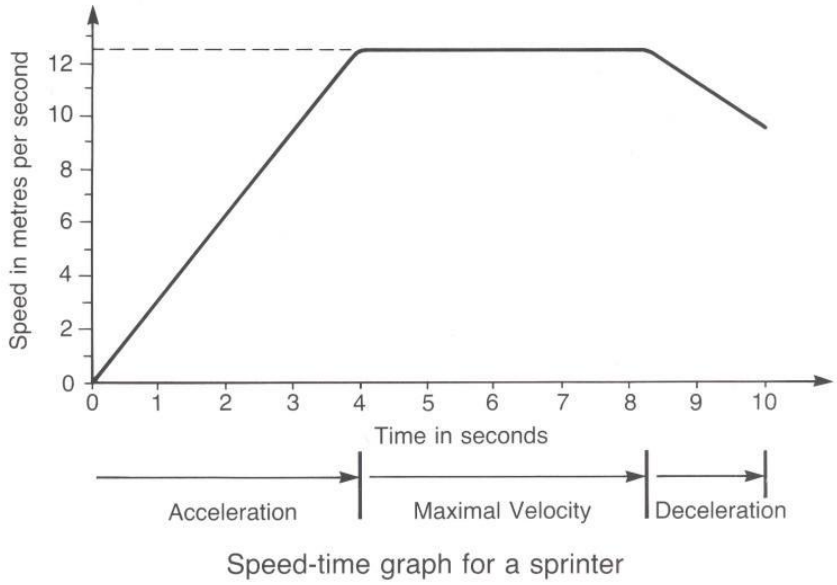
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**Figure 3**




Speed-time graph for a sprinter

Figure 3 shows a speed-time graph for a 100m sprint.

(d) Using Figure 3, and your knowledge of forces, explain why an athlete's speed reaches a plateau between four and eight seconds. [3]

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(e) Using Newton's Third Law of Motion, explain how a sprinter initiates forward motion out of the starting blocks. [3]

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(f) Explain the main differences between fast twitch and slow twitch muscle fibres. [4]

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**Total marks: 20**

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2. (a) Cardiac output is defined as which of the following? Tick **one** box only. [1]

A: The number of the times the heart beats per minute. ☐

B: Heart rate (beats per minute) plus Stroke Volume. ☐

C: The volume of blood ejected from the heart per beat. ☐

D: The decrease in resting heart rate that occurs in trained athletes. ☐

E: Heart rate (beats per minute) multiplied by Stroke Volume. ☐

(b) Plyometric training is a type of training based on a muscle contracting eccentrically.

**Figure 4**



Using Figure 4, define isotonic eccentric contraction and identify the muscle group which is contracting eccentrically on landing. [2]

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(c) Define power and describe a recognised fitness testing protocol for measuring an individual's power output. [3]

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(d) Explain the physiological adaptations that you would expect to occur to the neuromuscular system as a result of a sustained period of plyometric training. [4]

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(e) Define the term $VO_{2max}$ and explain how continuous training can increase an athlete's $VO_{2max}$ and how this would improve performance in a named sport. [4]

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(f) Using practical examples, apply the principles of training to a sport of your choice. [6]

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**Total marks: 20**

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3. (a) Profile of Mood States (POMS) psychological test allows analysis of which areas of an athlete's mood? Tick **one** box only. [1]

A: Anger, Depression, Extroversion, Introversion, Tension, Vigour ☐

B: Anger, Confusion, Depression, Fatigue, Tension, Vigour ☐

C: Assertiveness, Confusion, Depression, Fatigue, Tension, Vigour ☐

D: Anger, Confusion, Depression, Neuroticism, Tension, Vigour ☐

E: Competitiveness, Extroversion, Introversion, Neuroticism, Passiveness, Stability ☐

(b) Explain, using examples, how the three elements of the triadic model could contribute to the development of a negative attitude towards sport. [4]

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At the professional level, sport is as much about psychological preparation as it is about physical conditioning.

(c) Define self-efficacy and explain strategies that a coach may use to increase self-efficacy within a performer. [5]

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Sporting contests are often very pressurised situations for performers and coaches. At times, tensions increase and this may lead to violent behaviour on the field of play.

(d) With reference to appropriate theories, analyse the reasons for aggressive behaviour within sport. [10]

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4. (a) Describe, using specific examples, the main characteristics of a skilful performance. [3]

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**Figure 5**

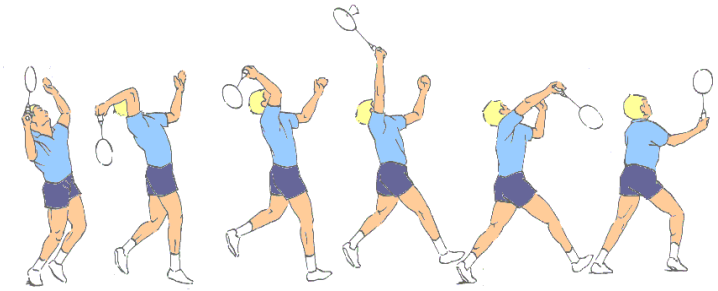


Figure 5 shows an athlete playing an overhead clear in badminton. In this shot, there is a particular emphasis placed on the importance of the follow-through. Coaches will often use a demonstration when introducing such a skill to beginners.

(b) Explain, using Bandura's theory of observational learning, how a performer can learn a new skill through the use of a demonstration. [5]

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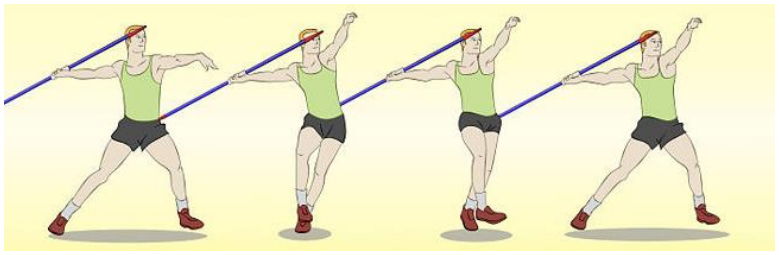
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The image below shows the preparation phase of a javelin throw.



(c) Using your knowledge of biomechanics and movement analysis, analyse the technique shown and discuss the most appropriate methods of practice and forms of guidance for teaching this technique to beginners [12]

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**Total marks: 20**

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5. (a) Project Swap Shop, Pitch to Podium and Fighting Chance are examples of:
Tick **one** box only. [1]

A: Talent identification schemes. ☐

B: Grassroots campaigns to raise participation rates. ☐

C: Talent transfer schemes. ☐

D: Schemes to encourage more ethnic minorities to participate in sports. ☐

E: Schemes to encourage people to adopt healthier lifestyles. ☐

(b) Describe the role played by nineteenth century public schools and universities in the development and subsequent codification of sport. [3]

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(c) Explain, using examples, the difference between gamesmanship and sportsmanship and their relationship to the Lombardian ethic. [5]

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(d) Explain the relationship between centrality, racial stacking and the lack of leadership opportunities for black players in sport. [6]

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(e) Assess the impact of globalisation on the development of sport within Britain. [10]

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**Total marks: 25**

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**COMPONENT 1**

**MARK SCHEME**

**Guidance for examiners**

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

**Banded mark schemes**

For band marked questions mark schemes are in two parts.

Part 1 is advice on the indicative content that suggests the range of concepts, facts, issues and arguments which may be included in the learner's answers. These can be used to assess the quality of the learner's response.

Part 2 is an assessment grid advising bands and associated marks that should be given to responses which demonstrate the qualities needed in AO1, AO2 and AO3. Where a response is not creditworthy or not attempted it is indicated on the grid as mark band zero.

Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

**Stage 1 – Deciding on the band**

Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

**Stage 2 – Deciding on the mark**

During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

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When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 1 (a) | **Identify the movement pattern during the upward phase of the action.**<br><br>*Award 1 mark for:*<br>D. Abduction along the frontal plane | 1 | | | 1 |
| (b) | **Using examples from sport, explain how the centre of mass and base of support determine the stability of a body.**<br><br>*Award 2 x 2 marks for explanation*<br><br>**Explanation**<br>Stability is related to two factors: centre of mass and base of support<br>• a body is more stable when it has a low centre of mass (1)<br>• a body is more stable when it has a larger base of sport (1)<br>• the most stable positions are those where the centre of mass is directly over the base of support (1)<br>• when the centre of mass moves outside the line of the base of support, the body becomes unstable (1)<br><br>*Award up to maximum of 2 marks for examples*<br>Specific examples relating to changes in position of centre of mass e.g. *A crouched position for rucking in rugby is more stable than standing upright*.<br><br>Specific examples relating to base of support e.g. *A headstand is more stable than a handstand as it has a wider three-point contact than the narrow two-point contact of a handstand.* | 2 | 2 | | 4 |
| (c) | **Identify the axis of rotation involved in a backward somersault and explain how the gymnast can alter her body shape in order to change the rate of spin about this axis.**<br><br>*Award 1 mark for:*<br>Identification of axis as the horizontal/transverse axis. | 1 | 4 | | 5 |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 1 (c) cont'd | *Award 2 x 2 marks for explanation*<br><br>**Explanation**<br>Moment of inertia – relates to the distribution of mass about the axis in a spinning system (1). The further away from the axis the mass, the greater the moment of inertia and the harder it is to make it spin, hence it is easier to perform a tuck rather than lay out somersault (1).<br><br>Conservation of angular momentum - angular momentum depends both on the speed of rotation and the distance of the rotating object from the centre. Angular momentum remains constant during rotation (1).<br><br>Gymnasts change their body shape to change their moment of inertia and, subsequently, control how fast they are rotating (1). Straighten out – slow down (increase mi). Tuck – speed up (decrease mi) (1).<br><br>They must control their spins in order to land successfully (1).<br><br>*Candidates must explain at least two of these points in detail to obtain maximum marks. There must be application of the theory to the gymnast.* | | | | |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 1 (d) | **Using Figure 3, and your knowledge of forces, explain why an athlete's speed reaches a plateau between four and eight seconds.**<br><br>*Award up to 3 marks for explanation. Maximum of 2 marks if no reference to the graph.*<br><br>**Explanation**<br>• during this stage of the race, the forces have cancelled each other out and the resultant force equals zero (1)<br>• horizontal forces are frictional force and air resistance (1)<br>• therefore, according to Newton's First Law, the athlete will remain at a constant velocity (1)<br>• reference to figure 3 (1)<br><br>Up to 3 marks are awarded for quantitative skills | | 3 | | 3 |
| (e) | **Using Newton's Third Law of Motion, explain how a sprinter initiates forward motion out of the starting blocks.**<br><br>*Award 1 mark for candidate demonstrating knowledge of relevant theory.*<br><br>Newton's Third Law states that 'for every action, there is an equal and opposite reaction.<br><br>*Award up to 2 marks for explanation of its application to the sprinter.*<br><br>**Explanation**<br>• as the athlete pushes back on the blocks (the 'action'), there is a simultaneous push from the starting blocks of an equal amount in the forward direction (the 'reaction') (1)<br>• the reaction force is directly proportional to the action force i.e. The harder the push back, the more force pushes you forward (1)<br><br>NB: The forces do not cancel each other out as they are acting on different objects. This is a common misconception. | 1 | 2 | | 3 |

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<table>
<tr><th>Question</th><th>Mark scheme</th><th>AO1</th><th>AO2</th><th>AO3</th><th>Total</th></tr>
<tr><td>1 (f)</td><td>Explain the main differences between fast twitch and slow twitch muscle fibres.<br><br>Award up to 4 marks for description of any of the following characteristics to show the differences between the fibre types – one mark available for each row of the table below.<br><br>
<table>
<tr><th>Fast twitch fibres (Type 2)</th><th>Slow twitch fibres (Type 1)</th></tr>
<tr><td>Contract rapidly</td><td>Contract slowly</td></tr>
<tr><td>Anaerobic</td><td>Aerobic</td></tr>
<tr><td>Speed/strength based</td><td>Endurance-based</td></tr>
<tr><td>White in colour</td><td>Red in colour</td></tr>
<tr><td>Can exert great force</td><td>Exert less force</td></tr>
<tr><td>Easily exhausted</td><td>Can contract repeatedly</td></tr>
</table>
</td><td>4</td><td></td><td></td><td>4</td></tr>
</table>

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 2 (a) | **Cardiac output is defined as which of the following?**<br><br>*Award 1 mark for the following.*<br>E: Heart rate (beats per minute) multiplied by Stroke Volume | 1 | | | 1 |
| (b) | **Using Figure 4, define isotonic eccentric contraction and identify the muscle group which is contracting eccentrically on landing.**<br><br>*Award 1 mark for definition of eccentric contraction.*<br>An eccentric muscle contraction is one where the muscle lengthens whilst contracting (i.e. the origin and insertion get further away from each other) or similar (1).<br><br>*Award 1 mark for identification of muscle group.*<br><br>Accept rectus femoris or quadriceps group (1). | 2 | | | 2 |
| (c) | **Define power and describe a recognised fitness testing protocol for measuring an individual's power output.**<br><br>*Award 1 mark for definition of power.*<br>Power is defined as 'the amount of work performed per unit of time' or 'the ability to carry out strength performances explosively' (or similar) (1).<br><br>*Award up to 2 marks for description of following tests. Full description of test plus reference to measurement system required in order to access both marks.*<br><br>**Tests of power**<br>Standing long/broad jump<br>Standing vertical jump<br>Margaria Step test or any description of any appropriate test | 3 | | | 3 |
| (d) | **Explain the physiological adaptations that you would expect to occur to the neuromuscular system as a result of a sustained period of plyometric training.**<br><br>*Award 1 mark for each physiological adaptation explained, up to maximum of four marks.* | 2 | 2 | | 4 |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 2 (d) cont'd | **Explanation**<br>• muscular hypertrophy – increase in size and strength of muscles (1)<br>• increase number of fast-twitch (type iib) muscle fibres (caused by splitting of existing fibres) (1)<br>• increase in strength of muscle contraction due to more actin and myosin being assimilated (1)<br>• greater recruitment of fast-twitch motor units and improved co-ordination of the firing of fast-twitch motor units (1)<br>• toughening of the proprioceptors so that more force is required to stimulate inhibitory signals (1)<br>• increase in levels of ATP and PC within muscle leading to increased capacity of the atp-pc system (1)<br>• increases activity of enzymes – creatine phophokinase and myokinase strengthening of ligaments and tendons (1) | | | | |
| 2 (e) | **Define the term $VO_{2max}$ and explain how continuous training can increase an athlete's $VO_{2max}$ and how this would improve performance in a named sport.**<br><br>*Award 1 mark for definition of* $VO_{2max.}$<br>The **maximum** volume of **oxygen** that can be (taken in/transported and) utilised/**consumed** by the body **in one minute**/per unit of time<br><br>*Award up to maximum of three additional marks for application to improving performance. Maximum of 2 marks if not applied to improvement in performance.*<br><br>**Explanation**<br>• improved efficiency of the cardiovascular systems (1)<br>• cardiac hypertrophy – strengthening of the muscular wall of the heart leads to more forceful contraction – increased stroke volume (1)<br>• greater volume of oxygenated blood pumped out of the heart per beat (1)<br>• increased strength in respiratory muscles (1)<br>• increases in lung capacity and surface area of alveoli (1)<br>• Any other relevant explanation (1)<br><br>Physiological adaptations must then be linked to performance – all of the adaptations listed will help to improve $VO_{2max.}$ | 1 | 3 | | 4 |

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|---|---|---|---|---|---|
| (f) | **Using practical examples, apply the principles of training to a sport of your choice.**<br>**Indicative content**<br>• specificity – selection of appropriate method of training for sport<br>• progressive overload – increase in intensity/frequency/duration over a number of weeks as body adapts to training<br>• variance – changing training methods and sessions to avoid tedium and to ensure body makes appropriate adaptations<br>• reversibility – must train regularly. Principle that fitness cannot be stored<br>• individual needs – related to lifestyle / sports / levels of fitness / energy systems<br>• periodisation – macro/meso/micro cycles<br>• frequency<br>• intensity<br>• time<br>• type | | 6 | | 6 |

| Band | AO2 |
|---|---|
| | **6 marks** |
| 3 | **5-6 marks**<br>Excellent application of a broad range of principles of training to a named sport<br><br>The response includes relevant use of numerical values for the examples provided<br><br>Excellent use of technical language |
| 2 | **3-4 marks**<br>Good application of a range of principles of training to a named sport<br><br>The response includes mainly relevant use of numerical values for the examples provided<br><br>Good use of technical language |
| 1 | **1-2 marks**<br>Little application of principles of training to a named sport<br><br>The response refers to numerical values for the examples provided, but these may not be relevant<br><br>Lack of use of technical language |
| 0 | **0 marks**<br>No application of principles of training |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 3 (a) | **Profile of Mood States (POMS) psychological test allows analysis of which areas of an athlete's mood?**<br><br>*Award 1 mark for the following.*<br><br>B: Anger, Confusion, Depression, Fatigue, Tension, Vigour | 1 | | | 1 |
| (b) | **Explain, using examples, how the three elements of the triadic model could contribute to the development of a negative attitude towards sport.**<br><br>*Award 1 mark for explanation of a negative attitude.*<br><br>Negative attitude towards sport are often developed after an unpleasant experience in early life such as after an injury.<br><br>*Award 3 marks for explanation of the role of each part of the triadic model towards developing a negative attitude.*<br><br>**Explanation**<br><br>1. Cognitive - what you think, know - plus an example (1)<br>2. Affective - feelings, likes and dislikes plus an example (1)<br>3. Behavioural - what you do based on the affective and cognitive - plus an example (1) | 1 | 3 | | 4 |
| (c) | **Define self-efficacy and explain strategies that a coach may use to increase self-efficacy within a performer.**<br><br>*Award 1mark for definition of self-efficacy.*<br>Self-efficacy is defined as 'a person's or team's belief in their capacity to produce desired results under specific conditions' (Bandura, 1977) or similar such as situation-specific form of self confidence.<br><br>*Award up to 4 marks for application of relevant theory. Maximum of 1 mark for theory with no application.* | 2 | 3 | | 5 |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 3 (c) cont'd | **Explanation**<br>The four sources of self-efficacy are past performance, vicarious experiences, verbal persuasion and emotional arousal which combine to give efficacy expectations(1). Therefore, a coach should look to develop each of these sources by:<br><br>• providing opportunities for players to experience success, especially when first starting out in a sport (1)<br>• setting realistic and attainable short-term goals to enable players to experience this success. Goals should be performance rather than outcome oriented (1)<br>• showing (through words, action and body language) that they have confidence in the ability of their players – encouragement (1)<br>• use psychological tools such as positive self-talk and imagery to encourage the players to visualize success and feel confident in their abilities (1)<br>• attribute success to internal factors (Weiner) to help build confidence in players' abilities support players in ensuring their view arousal in a positive light as an aid to performance (to facilitate rather than inhibit) (1) | | | | |
| 3 (d) | **With reference to appropriate theories, analyse the reasons for aggressive behaviour within sport**.<br><br>*Specific examples from sport must be used to explain reasons for aggression – linked with appropriate theories.* | | | 10 | 10 |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 3 (d) cont'd | **Indicative content**<br>• instinct theory – aggression is innate; aggression viewed as an energy that is constantly building up and has to be released; sport as catharsis<br>• frustration-aggression hypothesis – aggression is innate and learned and linked with frustration; frustration occurs when goals are blocked; frustration makes aggression more likely; frustration is more likely to lead to an aggressive act if (i) the athlete is close to achieving a goal (ii) frustration is caused deliberately (iii) the blocking the goal is seen as unfair<br>• aggressive-cue theory - frustration causes arousal; arousal produces a 'heightened state' which can boil over due to cues in the environment; sport-related aggressive cues include objects, sport, people and places associated with aggression<br>• social learning theory – aggressive behaviour is learnt from others (copying); strengthened through vicarious reinforcement; linked with portrayal of aggressive acts in the media | | | | |

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| Band | AO3 |
|---|---|
| | **10 marks** |
| 4 | **9-10 marks**<br>Excellent analysis of theories with strong links to causes of aggression<br>Reasoned judgements are made on the merits of the theories<br>Excellent application of theory to practice |
| 3 | **6-8 marks**<br>Good analysis of theories and their links to causes of aggression<br>Judgements are made on the merits of the theories but are not fully developed<br>There is some application of theory to practice |
| 2 | **3-5 marks**<br>Some analysis of theories with limited links to causes of aggression<br>Judgments are attempted but are largely superficial<br>Some links between theory and practice |
| 1 | **1-2 marks**<br>Little analysis of theories with few links to theories of causes of aggression<br>Lack of any valid judgements<br>Lack of links between theory and practice |
| 0 | **0 marks**<br>No analysis of aggression theories or causes of aggression<br>Response not worthy of credit |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 4 (a) | **Describe, using specific examples, the main characteristics of a skilful performance.**<br><br>*Up to 3 marks awarded for description of any of the following characteristics of skill.*<br>*Points must be backed up with relevant examples.*<br>*No specific sporting examples used – maximum 2 marks.*<br><br>**Description**<br>Skilful performances are:<br>• controlled<br>• co-ordinated / high levels of fluidity<br>• show good technique (related to the perfect model)<br>• efficient/effortless/economically – no wasted energy<br>• aesthetically pleasing – good to look at<br>• predetermined – outcome is known<br>• good decision making at speed | 2 | 1 | | 3 |
| (b) | **Explain, using Bandura's theory of observational learning, how a performer can learn a new skill through the use of a demonstration.**<br><br>*Award up to 2 marks for candidate demonstrating knowledge of Bandura's theory of observational learning.*<br>*Award up to 3 marks for application of Bandura's theory of observational learning to the learning of a new skill via demonstration (modelling).* | 2 | 3 | | 5 |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 4 (b) cont'd | **Explanation**<br>Bandura suggests that we can learn new skills by observing significant others demonstrate them.<br><br>Observational learning (DARMMM) involves:<br>**D**emonstration (modelling by coach – significant other)<br><br>**A**ttention (demonstration must be seen and heard, precise, focus on specific teaching points and cues, avoid overload)<br><br>**R**etention (performer must be able to retain information in memory and recall it, importance of practice and mental rehearsal, practices must be relevant, meaningful and/or realistic)<br><br>**M**otor production (allow time for practice of skill, graduated approach to practices to allow success, performer must be able to carry out the task i.e. it shouldn't be too difficult)<br><br>**M**otivation (without motivation performers will not pay attention, remember or practise skills, importance of feedback (intrinsic and extrinsic) and reinforcement (positive and negative)<br><br>**M**atching performance (performer is able to successful copy the demonstration and is ready to progress) | | | | |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 4 (c) | **Using your knowledge of biomechanics and movement analysis, analyse the technique shown and discuss the most appropriate methods of practice and forms of guidance for teaching this technique to beginners.**<br><br>**indicative content**<br><br>**Movement Analysis**<br>Arm action in preparation phase:<br>• fully extended at elbow (hinge joint, agonist muscle: triceps brachia)<br>• hyperextend at shoulder (ball and socket joint, agonist muscles: deltoids and latissimus doors)<br><br>Leg action in preparation phase:<br>• front bracing leg is fully extended at knee (hinge joint, agonist muscle: quadriceps group)<br>• abduction and adduction of legs at hip joint during the crossover phase<br><br>Using technology for movement analysis:<br>• video analysis, notational analysis<br>• data collection and computerised systems<br>• time-motion analysis and GPS tracking systems<br><br>**Biomechanics**<br>The javelin throw is governed by two main factors: **release speed** and **angle of release**<br><br>Release speed is affected by:<br>• approach/run up velocity (linear motion)<br>• transfer of momentum (in delivering stride - whip-like action that transfer energy from hip to shoulder to elbow to javelin<br>• impulse - important of 'pulling' through the action<br>• importance of bracing front leg - avoid loss of momentum<br>• arm speed (use of levers)<br>• application of Newton's $2^{nd}$ Law of Motion<br><br>Angle of release:<br>• should be $40^0$ to the horizontal - application of vectors and projectile motion<br>• importance of 'throwing through the tip' | 2 | 2 | 8 | 12 |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 4 (c) cont'd | **Practice & Guidance**<br>Javelin is a closed, serial skill. It occurs in a predictable environment<br>• best practised using fixed practice. Skill is repeated over and over again to 'grove' action<br>• the technique can be practised by using the part of *progressive part* method to build up the technique incrementally<br>When learning the technique for the first time, beginners (cognitive phase of learning) would benefit from:<br>• visual guidance. Clear demonstration from significant other. Importance of beginners focussing on a particular part of the technique (attention)<br>• verbal guidance. Limited to three-four main teaching points<br>• manual guidance to develop kinaesthetic awareness and for safety purpose | 2 | 2 | 8 | 12 |

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| Band | AO1 | AO2 | AO3 |
|---|---|---|---|
| | 2 marks | 2 marks | 8 marks |
| 4 | **2 marks are awarded as in Band 2** | **2 marks are awarded as in Band 2** | **7-8 marks**<br>Excellent movement analysis of the technique shown using appropriate biomechanical terms<br><br>Excellent discussion of appropriate methods of practice<br><br>The discussion shows excellent analysis of the different methods of practice and forms of guidance for beginners<br><br>Reasoned judgements are made of the use of biomechanics, movement analysis, methods of practice and forms of guidance for beginners<br><br>Excellent synoptic links between content are evident |
| 3 | **2 marks are awarded as in Band 2** | **2 marks are awarded as in Band 2** | **5-6 marks**<br>Good movement analysis of the technique shown using appropriate biomechanical terms<br><br>Good discussion of practice<br><br>The discussion shows good analysis of the different methods of practice and forms of guidance for beginners<br><br>Judgements are made of the use of biomechanics, movement analysis, methods of practice and forms of guidance for beginners<br><br>Synoptic links between content are evident |

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| | | | |
|---|---|---|---|
| 2 | **2 marks**<br>Good knowledge of biomechanics, movement analysis, appropriate methods of practice and forms of guidance for beginners | **2 marks**<br>Good application of biomechanics, movement analysis, methods of practice and forms of guidance to beginners | **3-4 marks**<br>Limited movement analysis of the technique shown using appropriate biomechanical terms<br><br>Some discussion of appropriate methods of practice<br><br>The discussion shows limited analysis of the different methods of practice and forms of guidance for beginners<br><br>Superficial judgements are made of the use of biomechanics, movement analysis, method of practice and forms of guidance for beginners<br><br>Limited synoptic links are evident |
| 1 | **1 mark**<br>Little knowledge of biomechanics, movement analysis, appropriate methods, practice and forms of guidance for beginners | **1 mark**<br>Little application of biomechanics, movement analysis, appropriate methods, practice and forms of guidance for beginners | **1-2 marks**<br>Little movement analysis with few biomechanical terms<br><br>Lack of discussion of appropriate methods of practice<br><br>Lack of analysis of the different methods of practice and forms of guidance for beginners<br><br>Few judgements are made and are superficial<br><br>Lack of synoptic links evident |
| | **0 marks**<br>No knowledge of biomechanics, movement analysis, appropriate methods of practice and forms of<br>guidance, for beginners | **0 marks**<br>No application of biomechanics, movement analysis, methods of practice and forms of guidance for beginners | **0 marks**<br>No analysis or discussion of biomechanics, movement analysis, methods of practice and forms of guidance to beginners |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 5 (a) | **Project Swap Shop, Pitch to Podium and Fighting Chance are examples of:**<br><br>*Award 1 mark for the following.*<br>C: Talent transfer schemes. | 1 | | | 1 |
| (b) | **Describe the role played by nineteenth century public schools and universities in the development and subsequent codification of sport.**<br><br>*Award 3 x 1 marks for description of relevant points about role of public schools or universities.*<br><br>No direct reference to the stages of development required.<br><br>**Description**<br>Stage One<br>Sports seen as recreational. Organised by the boys.<br>• mob games (free for all, no rules) (1)<br>• field sports (hunting, shooting fishing) (1)<br>• idiosyncratic games (particular to the school facilities e.g. Eton wall game, Winchester football) (1)<br><br>Stage Two<br>Instrument of moral reform and pupil discipline. Games as form of social control – regulated behaviour.<br>• intra-school basis (within schools) (1)<br>• cricket played against other schools (inter-school fixtures) (1)<br><br>Stage Three<br>Development of games ethic and athleticism and sport within the Oxbridge system. (1) Unified rules (1)<br>Sport from Oxbridge to wider society (1) | 3 | | | 3 |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 5 (c) | **Explain, using examples, the difference between gamesmanship and sportsmanship and their relationship to the Lombardian ethic.**<br><br>*Award 2 mark for demonstrating an understanding of the difference between gamesmanship and sportsmanship.*<br>*4 additional marks awarded for application of theory to relevant sporting examples and their relationship to Lombardian ethic.*<br><br>**Explanation**<br>Sportsmanship is a moral approach towards participating in sport whereby performers abide by both the written and unwritten rules of the game (1). It encompasses the virtues of fairness, integrity, responsibility and respect e.g. kicking the ball out of play when opponents are injured, walking in cricket when you know you are out and shaking hands with opponents (1).<br><br>Gamesmanship is the concept of bending the rules are far as possible without actually breaking them in order to get an advantage (1). It is often seen as underhanded or morally dubious e.g. distraction, sledging, time-wasting, psychological intimidation, faking an injury (1). There is a very fine line between gamesmanship and cheating and this is often culturally-constructed (1).<br><br>The Lombardian ethic is the notion of '*winning at all costs*' often to the detriment of social and moral values (1). It has been suggested that as commercialisation and the associated financial rewards for winning have increased so has both deviance and gamesmanship (1). Competitors will do all they can within (and outside) of the rules of the game to gain an advantage and examples of 'true' sportsmanship are becoming few and far between in modern, professional sport (1). | 2 | 3 | | 5 |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 5 (d) | **Explain the relationship between centrality, racial stacking and the lack of leadership opportunities for black players in sport.**<br><br>**Indicative content**<br>**Centrality** is defined as 'how close a member is to the centre of the group's interaction, how frequently that member to a greater or lesser range with other teammates, and the degree to which other team members must co-ordinate tasks and other activities with other members' (Grusky, 1963). Links with the work of Chelladurai and Carron (1977) – **task dependence** and **propinquity**.<br><br>**Racial stacking** refers to the disproportionate placement (or over-representation) of blacks or minorities into positions of low centrality (Cox, 2007). This is often linked with stereotypical views of black players. White players are often seen as the decision makers (and so placed in the central positions) whilst black sportspeople as seen as having certain physical advantages that allow them to excel in positions requiring strength, speed and power but limited decision making abilities.<br><br>Research suggests that an athlete who plays in a central position on the playing field (such as the point guard in basketball, the catcher is baseball or the quarterback in American football) is likely to benefit from greater leadership responsibilities and opportunities.<br><br>Lack of opportunities to play in these central positions leads to a lack of opportunity to displays leadership skills. Consequently, there is an under representation of black people as coaches or in managerial positions. | | 6 | | 6 |

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| Band | AO2 |
|---|---|
| | **6 marks** |
| 3 | **5-6 marks**<br>Excellent explanation of the issues of lack of leadership opportunities for black players in sport<br><br>The concepts of centrality and racial stacking are explained in detail<br><br>The relationship between centrality, stacking and leadership is explained in detail<br><br>Reasoned judgements are backed up using appropriate theory<br><br>Excellent use of technical language |
| 2 | **3-4 marks**<br>Good explanation of the issues of lack of leadership opportunities for black players in sport<br><br>The concepts of centrality and stacking are explained<br><br>The relationship between centrality, stacking and leadership is explained<br><br>Judgements are backed up using some appropriate theory<br><br>Good use of technical language |
| 1 | **1-2 marks**<br>Little explanation of the issues of lack of leadership opportunities for black players in sport<br><br>There is some explanation of centrality and stacking. The relationship between these concepts and leadership opportunities is not explained<br><br>Some judgements are made but are superficial and are not backed up by appropriate theory<br><br>Lack of use of technical language |
| 0 | **0 marks**<br>No explanation of the issues to lack of leadership opportunities for black players in sport |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 5 (e) | **Assess the impact of globalisation on the development of sport within Britain.**<br><br>**Indicative content**<br>Creation of global competitions e.g. Olympic Games, World Cups in a number of sports involving countries from all over the world / large geographical spread. 205 nations took part in the 2012 Olympic Games and it was televised around the world – exclusive rights' for TV companies and sponsorship.<br><br>The development of satellite communications. This means that televised sporting events are now seen around the world in live and highlight packages e.g. Premier League coverage. Major teams now have a worldwide following e.g. Manchester United has supporters clubs all over the world.<br><br>The growth of the sporting goods market e.g. Nike, Adidas. Use of sporting superstars (e.g. Michael Jordan, David Beckham) as marketing tools for clothing, trainers and associated merchandise. Replica shirt market – not confined to domestic audiences.<br><br>In Britain, the nature of sport has been affected by the factors outline above. Additionally, the globalised market for sport stars has meant that top performers move around the world in pursuit of the best wages and opportunities. This started with Scottish players moving south to play in the English league but recently, this has been evident in the Premier League. When the league started in 1992, there were just 13 players who were not British. Now, over 90 nations are represented.<br><br>Debate regarding how the influx of foreign players is affecting the national team.<br><br>Sports stars such as David Beckham have also been sold around the world e.g. Real Madrid and LA Galaxy. | 2 | 2 | 6 | 10 |

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| Band | AO1 | AO2 | AO3 |
|---|---|---|---|
| | **2 marks** | **2 marks** | **6 marks** |
| **3** | **2 marks are awarded as in Band 2** | **2 marks are awarded as in Band 2** | **5-6 marks**<br>Excellent assessment of how globalisation has affected the development of sport within Britain<br><br>Excellent, well-reasoned judgements are made on various points of view assessed. Judgements are supported with specific examples<br><br>Justified conclusions are drawn<br><br>Excellent use of technical language employed throughout |
| **2** | **2 marks**<br>Good knowledge of how globalisation has affected the development of sport within Britain | **2 marks**<br>Good application of globalisation to the development of sport within Britain | **3-4 marks**<br>Good assessment of how globalisation has affected the development of sport within Britain<br><br>Good, reasoned judgements made on various points of view assessed. Judgements have some support from examples<br><br>Some attempts have been made to draw conclusions but these are not always evidence-based<br><br>Good use of technical language |
| **1** | **1 mark**<br>Limited knowledge of how globalisation has affected the development of sport within Britain | **1 mark**<br>Limited application of globalisation to the development of sport within Britain | **1-2 marks**<br>Little assessment of how globalisation has affected the development of sport within Britain<br><br>Judgements are superficial and assessments tends to be one sided. Lack of examples to support judgements<br><br>No (or superficial) conclusions are drawn<br><br>Lack of use of technical language evident |
| **0** | **0 marks**<br>No knowledge of how globalisation has affected the development of sport within Britain | **0 marks**<br>No application of globalisation to the development of sport within Britain | **0 marks**<br>No discussion globalisation of sport |

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**Component 1: Assessment objectives mark allocations**

| | Q1 | Q2 | Q3 | Q4 | Q5 | Total |
|---|---|---|---|---|---|---|
| **AO1** | 9* | 9 | 4 | 6 | 8 | 36 |
| **AO2** | 11* | 11 | 6 | 6 | 11 | 45 |
| **AO3** | 0 | 0 | 10 | 8 | 6 | 24 |
| **Total** | **20** | **20** | **20** | **20** | **25** | **105** |

***Includes 3 marks for quantitative skills in question 1(d)**

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| Candidate Name | Centre Number | | | | | Candidate Number | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 0 | | | | |

**A LEVEL PHYSICAL EDUCATION**

**COMPONENT 2**

**EVALUATING PHYSICAL EDUCATION**

**SAMPLE ASSESSMENT MATERIALS**

**2 hours**

**ADDITIONAL MATERIALS**

In addition to this examination paper you will need an answer book.

**INSTRUCTIONS TO CANDIDATES**

Answer ALL questions.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the separate answer book provided.

Use black ink or black ball-point pen.

Do not use pencil or gel pen.

Do not use correction fluid.

**INFORMATION FOR CANDIDATES**

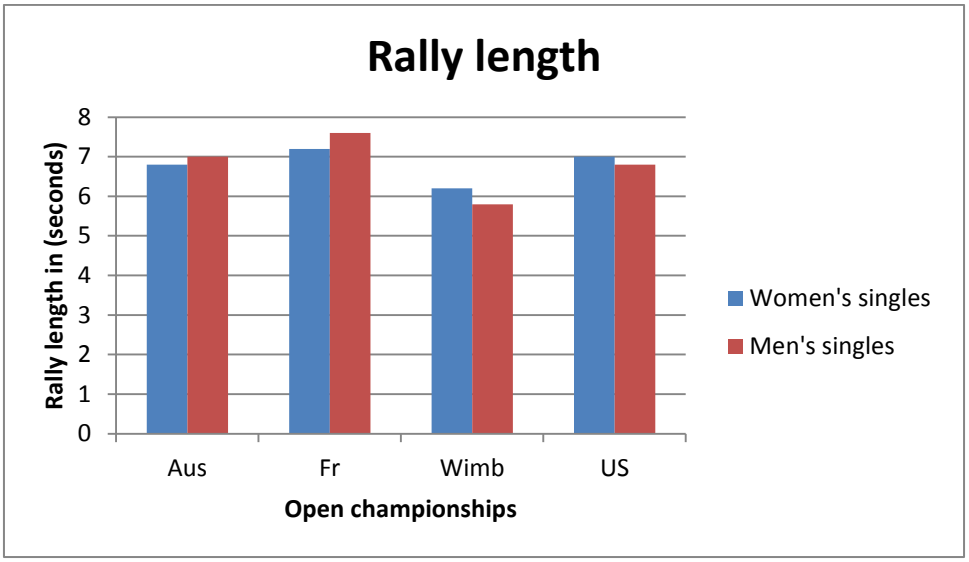
The number of marks is given in brackets at the end of each question or part-question.

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*Answer **all** questions*

1. At the highest levels, tennis is an exceptionally explosive and high intensity sport. It is characterised by quick starts and stops, powerful strokes requiring the involvement of several muscle groups and levels of work intensity which fluctuate from brief periods of maximal or near maximal work to longer periods of moderate intensity activity. Players need exceptionally high levels of both aerobic and anaerobic fitness in order to meet the demands placed on them.

**Figure 1**




**Rally length for different singles games**

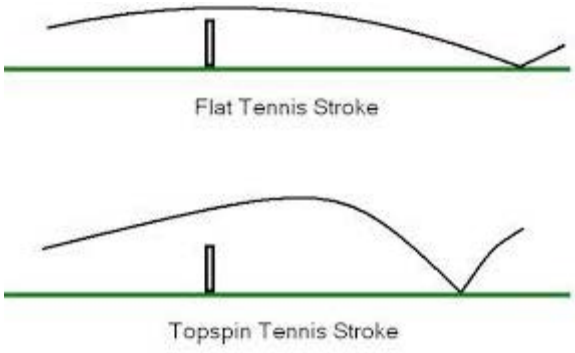
(a) Explain, with reference to Figure 1 and energy systems, why interval training would be an effective method of training for tennis. [4]

(b) Describe two physiological adaptations that would result from a programme of interval training and explain how they could benefit the performance of a tennis player. [4]

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Top level players such as Novak Djokovic and Andy Murray can hit ground strokes at speeds in excess of 90mph but still manage to keep the ball in play. Serves can be hit at speeds that have been recorded at over 150mph.

**Figure 2**




(c) Using biomechanical principles and the information above, explain the effect of top spin on the flight path of a tennis ball. [4]

(d) Explain the difference between simple and choice reaction time and explain the role of anticipation in assisting in the returning of high speed serves. [4]

Modern professional sport is as much about mental preparation as it is about physical conditioning. Coaches play an exceptionally important role in supporting the psychological needs of professional players.

(e) Using specific examples, explain the difference between somatic state and cognitive state anxiety. [4]

(f) Following any competitive match, players need to recover physically and coaches must critically evaluate their team's performance.

Discuss the physiological recovery processes that players go through immediately following intense exercise and the ways in which coaches can explain success and failure to help improve future performance. [15]

**Total marks: 35**

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2. Football is the most popular team game in the world. It is known as 'The People's Game'. It is played by over 1.9 million people every week within the United Kingdom from grassroots to the highest levels of professional game. It involves high levels of expertise, skill and physical fitness.

(a) Explain how a coach might vary methods of practice to develop both open and closed skills. [5]

(b) Describe the possible causes of a plateau in learning new skills. [3]

**Figure 3**

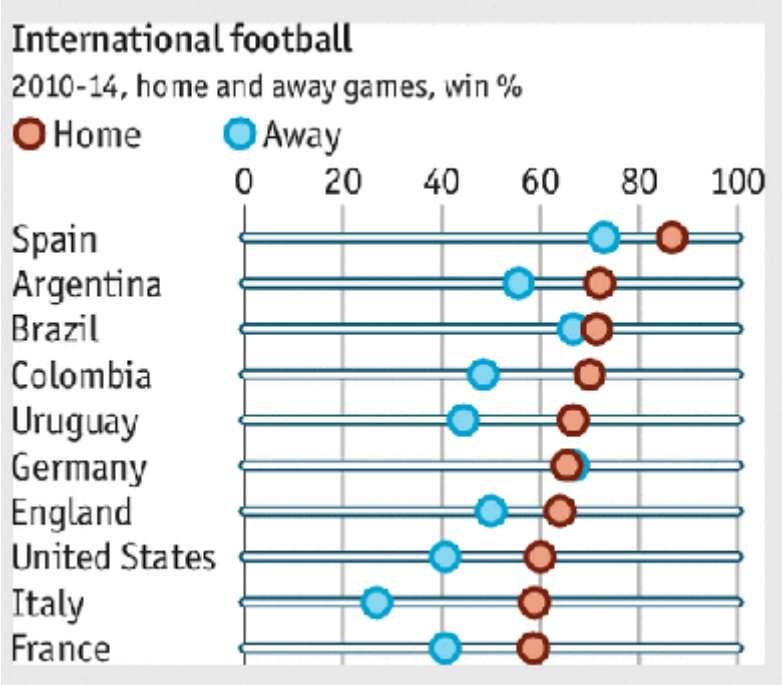



**Chart showing the % home wins and % away wins for international teams, 2010-14**

(c) With reference to Figure 3 and specific theories, explain how home advantage may influence a team's performance. [4]

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**Figure 4**

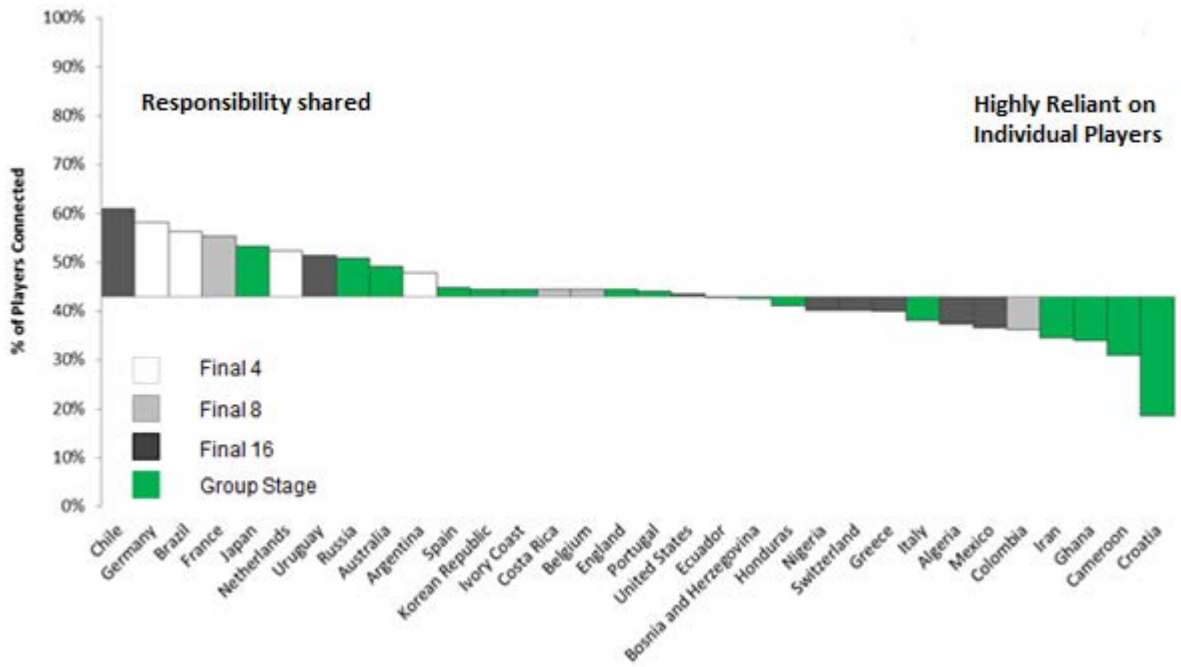



**Figure 4 is a visual representation of team connectivity during the 2014 World Cup.**

(d) Using Steiner's model of group productivity and Figure 4, assess why an unsuccessful team is often less than the sum of its parts. [8]

Chelsea Football Club announced in 2015 a lucrative £40million-a-year shirt sponsorship deal with The Yokohama Rubber Company. The five-year contract was the second highest kit endorsement ever signed by an English club – only behind Manchester United's £53m agreement with Chevrolet.

(e) Evaluate whether the relationship between sport, sponsorship and the media is beneficial for sport. [10]

**Total marks: 30**

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3. Cycling is the third most popular sport in England with over two million adults riding bikes at least once a week (Sport England Active People survey, 2014). It is viewed as an exceptionally good way to improve and maintain levels of fitness. The surge in popularity has been associated with the successes of British Cycling, both on the track and the road. Cyclists such as Sir Chris Hoy, Sir Bradley Wiggins and Victoria Pembleton have become household names and role models.

   During high intensity exercise such as cycling, there is an increase in levels of lactic acid within the body. The rate of increase will vary for trained and untrained individuals.

   (a) Describe the physiological effects of the accumulation of lactic acid within working muscles. [4]

   (b) Describe two possible recovery methods that can be used to speed up the removal of lactic acid from the body. [4]

   Reducing drag is especially important in many sports including cycling.

   (c) Discuss factors that influence drag in sport and outline strategies that are employed to minimise its effects. [4]

   Sir David Brailsford is often cited as the mastermind behind turning British Cycling into such a force within the Olympic Games. As the Performance Director of Team Sky he was the man behind some of the most celebrated British sporting stories of the last decade.

   (d) Justify, with reference to relevant theories, how and why coaches may use different leadership styles in particular sporting situations. Consider two leadership styles in your response. [8]

**Total marks: 20**

4. Sport has often been described as a political battleground.

   Analyse how countries and individuals have used sport as a mechanism to promote their political views and ideologies. [20]

**Total marks 20**

**Total marks:25**

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## COMPONENT 2

## MARK SCHEME

### Guidance for examiners

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

### Banded mark schemes

For band marked questions mark schemes are in two parts.

Part 1 is advice on the indicative content that suggests the range of concepts, facts, issues and arguments which may be included in the learner's answers. These can be used to assess the quality of the learner's response.

Part 2 is an assessment grid advising bands and associated marks that should be given to responses which demonstrate the qualities needed in AO1, AO2 and AO3. Where a response is not creditworthy or not attempted it is indicated on the grid as mark band zero.

Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

### Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.
Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

### Stage 2 – Deciding on the mark

During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

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When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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<table>
<tr><th>Question</th><th>Mark Scheme</th><th>AO1</th><th>AO2</th><th>AO3</th><th>Total</th></tr>
<tr><td>1 (a)</td><td>Explain, with reference to Figure 1 and energy systems, why interval training would be an effective method of training for tennis.<br><br>Award up to 2 marks for establishing link between Figure 1 and energy systems.<br><br>Award up to 2 marks for application i.e. explanation of why interval training is an effective method for tennis (either two points or one point with development):<br><br>Explanation<br>• Using the diagram, the rally length for different singles games tends to vary between 4 – 9 seconds of high intensity work (1)<br>• Therefore, the predominant energy system that would be used is the ATP-PC system (1)<br>• Interval training of high intensity (90-100% HR max) for a relatively short work period (e.g.30m) would be an appropriate method of training to train the ATP-P system. This sort of training would replicate a tennis game using Fig 1 above (1)<br>• An example of a interval session would be 3 x 10 x 30m (walk back recovery) with five minutes rest relief between sets (1)<br>• Similar rally lengths for men and women therefore similar training needed (1)<br><br>Include maximum of 2 marks for use of quantitative skills for reference to the diagram.</td><td></td><td>4</td><td></td><td>4</td></tr>
<tr><td>(b)</td><td>Describe two physiological adaptations that would result from a programme of interval training and explain how they could benefit the performance of a tennis player.<br><br><table><tr><th>Adaptation</th><th>Benefit to performance</th></tr><tr><td>Development of Type 11a and 11b muscles fibres</td><td>Increase speed around the court</td></tr><tr><td>Greater tolerance to lactic acid</td><td>Sustains performance to end of long match or in long rally</td></tr><tr><td>Quicker recovery rate</td><td>Sprint, quickly recover and sprint again</td></tr><tr><td>Cardiac hypertrophy - increased stroke</td><td>More efficient supply of $0_2$ to working muscles</td></tr><tr><td>Any suitable adaptation</td><td>Any suitable benefit linked to the adaptation</td></tr></table><br>Award up to maximum of 2 marks for knowledge of physiological adaptations.<br><br>Award up to maximum of 2 marks for application to benefit performance (1 mark for each physiological adaptation).</td><td>2</td><td>2</td><td></td><td>4</td></tr>
</table>

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| Question | Mark Scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 1 (c) | **Using biomechanical principles, and the information above, explain the effect of top spin on the flight path of a tennis ball.**<br>*Award up to a maximum of 2 marks for knowledge of relevant principles and a further 2 marks for explanation.*<br>**Principles and Explanation**<br>• A ball hit with top spin can be hit much higher and harder over the net as it will dip significantly in the latter part of its flight (1)<br>• This is due to the Magnus effect (which is the Bernoulli effect applied to spinning objects) (1)<br>• When a ball spins, the air molecules surrounding the ball spin with it. This creates what is called a boundary layer. When this boundary layer of air molecules collides with the oncoming (or mainstream) air, a decrease in velocity is seen along with the creation of a pressure differential (1)<br>• The pressure differential on opposite sides of the ball causes a Magnus force, which is directly from a high pressure region to a low pressure region. This is why the ball is 'pulled' downwards sharply (1)<br>• Players can hit balls at high speeds and make them dip into a small area (1)<br>Include maximum of 2 marks for use of quantitative skills for reference to the diagram. | 2 | 2 | | 4 |
| (d) | **Explain the difference between simple and choice reaction time and explain the role of anticipation in assisting in the returning of high speed serves.**<br>*Award up to 2 marks for knowledge of the difference between simple and choice reaction time. 1 mark only for definition of reaction time only.*<br>*Award 2 marks for the role of anticipation.*<br>**Anticipation**<br>• Anticipation allows a performer to initiate a movement pattern (links with schema theory and motor programmes) using past experience to detect appropriate signals and cues early e.g. in tennis, angle of racket, height of ball toss, feet position can all be used to recognise what type of serve may be hit (1)<br>• There are two forms of anticipation: spatial and temporal (1)<br>• Spatial anticipation is when a performer can predict when a particular action is going to happen e.g. tennis player knows when a slice serve is going to be hit and adjusts body position accordingly (1)<br>• Temporal anticipation is when a performer knows what is going to happen but not when (1)<br>Factors affecting anticipation include: predictability of stimulus, speed of stimulus, complexity of response, practice, experience (1)<br>**Reaction time** is the delay between the stimulus and the onset of the response (1)<br>Simple reaction time is when there is only one stimulus and one response e.g. sprint start (1)<br>Choice reaction time is where there are a variety of stimuli and possible responses e.g. a midfielder in possession in hockey (1) | 2 | 2 | | 4 |

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| Question | Mark Scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 1 (e) | **Using specific examples, describe the difference between somatic state and cognitive state anxiety.**<br><br>*Award 1 mark for knowledge of state anxiety. Award 1 mark for knowledge of cognitive state anxiety and 1 mark for somatic state anxiety. Award a further 2 marks for development of point with the use of relevant examples.*<br><br>**Description**<br>• State anxiety is a temporal emotional state and varies in intensity from situation to situation and also at times within a situation (1)<br>• Somatic state anxiety is defined as 'an awareness or perception of physiological arousal in the body' e.g. butterflies in stomach, sweating palms (1)<br>• Cognitive state anxiety is defined as 'feelings of apprehension, nervousness and worry' (1). It can be positive (telic) or negative (paratelic) e.g. fear of failure, disrupted attention and inability to concentrate on task at hand (1)<br>• Any relevant examples of somatic state and cognitive state anxiety (1) | 4 | | | 4 |

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| Question | Mark Scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 1 (f) | **Discuss the physiological recovery processes that players go through immediately following intense exercise and the ways in which coaches can explain success and failure to help improve future performance**<br>**Indicative content**<br>**Physiological Recovery Processes**<br>• knowledge of EPOC (excess post-exercise oxygen consumption).<br>• alactacid component - restoration of phosphocreatine stores (fast replenishment). Takes two minutes to replenish stores with 50% replenishment after 30 seconds. Requires 2-3 litres of oxygen<br>• lactacid component – removal of lactic acid and restoration of muscle glycogen (slow replenishment). Requires 5-8 litres of oxygen<br>• importance of active cool down to remove lactic acid and re-saturate myoglobin stores<br>• importance of post-exercise nutrition - thirty minutes after strenuous exercise is optimum time to refuel<br>• mixture of high and medium glycemic index (GI) carbohydrates immediately following exercise to replenish glycogen stores<br>• use of protein supplementation to aid growth and repair<br>• fluid intake - prevention of dehydration and aid recovery<br>• other recovery methods: use of ice and contrast baths, stretching compression clothing and massage<br>**Attribution Theory**<br>• attribution theory has been developed as a mechanism for individuals and teams to explain their success and failure within a performance-orientated situation. These explanations can affect future participation and performance<br>• Weiner's model - achievement is related to the attributions made. Four types of causal attributions: ability, effort, task difficulty and luck. Attributions can be further categorised into four dimensions: internal (within our control), external (outside of our control), stable (enduring) or unstable (varying)<br>• coaches may use the process of **attributional retraining** to help athletes improve their sporting performances<br>• importance of viewing success as due to internal and stable factors - feelings of pride and satisfaction and helps to improve levels of self-confidence within athletes<br>• importance of viewing failure in terms of unstable factors, both internal (such as poor levels of effort) or external (they were unlucky)<br>• Correct attributions lead to improved confidence and subsequently improved long term performance<br>• self-serving bias and actor-observer effect<br>• Incorrect attributions can lead to learned helplessness and impair future performance<br>• goal setting as a means of improving performance | 5 | | 10 | 15 |

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| Band | AO1 | AO3 |
|---|---|---|
| | **5 marks** | **10 marks** |
| **4** | **5 marks**<br>Excellent knowledge of physiological recovery processes and the ways in which coaches can explain success and failure | **9-10 marks**<br>Excellent discussion of physiological recovery processes<br><br>Excellent discussion of the ways in which coaches can explain success and failure<br><br>Clear synoptic links are made between appropriate theory and improvements to future performance<br><br>Reasoned judgements are made and balanced conclusions are drawn<br><br>There is excellent use of technical language |
| **3** | **4 marks**<br>Good knowledge of physiological recovery processes and the ways in which coaches can explain success and failure | **6-8 marks**<br>Good discussion of physiological recovery processes<br><br>Good discussion of the ways in which coaches can explain success and failure<br><br>Evidence of synoptic links between appropriate theory and improvements to future performance<br><br>Judgements are made and conclusions are drawn<br><br>There is good use of technical language |
| **2** | **3 marks**<br>Limited knowledge of physiological recovery processes and/or the ways in which coaches can explain success and failure | **3-5 marks**<br>Limited discussion of physiological recovery processes<br><br>Some discussion of the ways in which coaches can explain success and failure<br><br>Limited synoptic links between appropriate theory and improvements to future performance<br><br>Some Judgements are made but conclusions tend to be superficial<br><br>There is limited use of technical language |

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| | | |
|---|---|---|
| **1** | **1-2 marks**<br>Little knowledge of physiological recovery processes and/or the ways in which coaches can explain success and failure | **1-2 marks**<br>Little discussion of physiological recovery processes<br><br>Little discussion of ways in which coaches can explain success and failure<br><br>Lack of synoptic links between theory and improvements to future performance<br><br>Lack of judgements, those made superficial<br><br>Lack of technical language |
| **0** | **0 marks**<br>No knowledge of physiological recovery processes or the ways in which coaches can explain success and failure | **0 marks**<br>No discussion of physiological recovery processes or of the ways in which coaches can explain success and failure |

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| Question | Mark Scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 2 (a) | **Explain how a coach might vary their methods of practice to develop both open and closed skills.**<br><br>**Explanation**<br><br>*Award 5 marks for showing how types of practice can be varied for open and closed skills.*<br>*Maximum of 2 marks for open/closed skills if not linked to types of practice.*<br><br>**Open skills**<br>• Constantly changing environment/unpredictable/affected by environment (1)<br>• Skill is perceptual-motor and involves decision making (1)<br>• Tend to be developed using variable practice (1)<br><br>**Closed skills**<br>• Environmental factors are stable (1)<br>• No outside influences e.g. no opponents (1)<br>• Tend to be developed using fixed practice (1) | | 5 | | 5 |
| (b) | **Describe possible causes of a plateau that can occur when learning new skills.**<br><br>*Award 1 mark for each description of a possible cause of plateau up to a maximum of three marks.*<br><br>**Possible causes of plateau**<br>• loss of interest or motivation (could be related to goals) - through too much training from a young age (1)<br>• fatigue/tiredness - through over training (1)<br>• lack of understanding - poor coaching has not enabled performer to progress (1)<br>• any other relevant cause and description (1) | 3 | | | 3 |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 2 (c) | **With reference to Figure 3 and specific theories, explain how home advantage may influence a team's performance.**<br><br>*Award 2 x 2 marks awarded for application of theory to practice. There must be reference to the chart e.g. all teams have a higher % of wins at home. Must refer to at least one theory or no marks awarded. No reference to diagram – max. 2 marks.*<br><br>**Explanation**<br>• Reference to figures in the chart (1)<br>• Theories relating to social facilitation (performing in front of an audience) – drive theory (Zajonc), inverted-U (Yerkes-Dodson), evaluation apprehension (Cottrell), self-presentation theory (Bond) and, of most relevance, distraction-conflict (Baron) (1)<br>• Research suggests that for major sports, teams tend to win more home matches than away matches due to the supportive nature of the audience (1)<br>• Factors affecting home advantage include: proximity if crowd, stage of competition (more success for home teams in earlier rounds) and expectations (of players and supporters) (1)<br>• Home teams tend to play more a more attacking style within the rules (functionally aggressive behaviour) whilst away teams tend to contravene the rules more and commit more fouls (dysfunctional aggressive behaviour) (1)<br><br>2 marks are awarded for use of quantitative skills | | 4 | | 4 |
| (d) | **Using Steiner's model of group productivity and Figure 4. Assess why an unsuccessful team is often less than the sum of its parts.**<br><br>M*arks awarded for application of theory to practice. Candidates must make reference to the diagram e.g. unsuccessful teams are more reliant on individuals. Maximum of 6 marks if no reference to diagram* | 2 | | 6 | 8 |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 2 (d) | **Indicative content**<br>• Steiner's model suggest that a successful team is often more than the sums of its parts (individual talents)<br>• Actual productivity = potential productivity – losses due to faulty group processes<br>• Potential productivity = quantity and quality of the group's resources relevant to the task (i.e. individuals ability and skill level and experiences)<br>• Steiner argues that faulty group process can be put down to coordination losses and motivational losses<br>• Coordination losses are due to: lack of cooperation between players and group size effects<br>• Motivational losses can be linked with the Ringleman effect and social loafing e.g. over reliance on star plays<br>• Learners may also discuss task and social cohesion<br>• Figure 4 shows clear link between connectiveness and success<br>• analysis of success and progression to last 8 or last 4<br><br>Includes 2 marks for the use of quantitative skills | | | | |

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| Band | AO1 | AO3 |
|---|---|---|
| | **2 marks** | **6 marks** |
| 3 | **2 marks are awarded as in Band 2** | **5-6 marks**<br>Excellent assessment of whether an unsuccessful team is less than the sum of its parts<br><br>Excellent well-reasoned judgements made on the merits of Steiner's model to explain the statement<br><br>Accurate interpretation of Figure 4 and theory explicitly linked with the graph |
| 2 | **2 marks**<br>Good knowledge of Steiner's model | **3-4 marks**<br>Good assessment of whether an unsuccessful team is less than the sum of its parts<br><br>Good reasoned judgements made on the merits of Steiner's model to explain the statement<br><br>Sound interpretation of Figure 4 and links to theory |
| 1 | **1 mark**<br>Little knowledge of Steiner's model. | **1-2 mark**<br>Little assessment of whether an unsuccessful team is less than the sum of its parts<br><br>Limited superficial judgement made on the merits of Steiner's model.<br><br>Lack of reference to theoretical concepts or Figure 4 |
| 0 | **0 marks**<br>No knowledge of Steiner's model | **0 marks**<br>No assessment of whether an unsuccessful team is less than the sum of its parts |

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| Question | Mark Scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 2 (e) | **Evaluate whether the relationship between sport, sponsorship and the media is beneficial for sport.**<br><br>**Indicative content**<br>The following is indicative of the material that might be included in the answer.<br>• Functions of the mass media are to: inform, educate and entertain<br>• Sport and the mass media exist in a symbiotic (interdependent) relationship – concept of the 'golden triangle'.<br>• Sport has perhaps been altered to become more of a 'spectacle' due to its captive audience demand.<br>• Profit potential in sport is huge. Sport is now seen as a commodity that can be bought and sold<br>• The 'hype' that accompanies many of today's major sporting events is often media generated - boosting sales and audience figures.<br><br>**Benefits and disadvantages**<br>• Loss of the traditional aspects of sport in Britain e.g. 3.00pm kick offs for football as sport becomes a media product<br>• Growing emphasis on ***spectacularisation*** especially for major global events.<br>• Creation of 'hype': notion of ***dramatizing*** sport;<br>• Development of new sports that suit television e.g. Beach volleyball and beach football<br>• Creation of a celebrity culture for sport stars on and off the field of play;<br>• Global impact of sport e.g. NBA games being played at the O2.<br>• Sports and their rules have been tampered with to make sport more dynamic and exciting for the media, for example, back pass rule in football, no offside in hockey.<br>• Many sports have found their timetables altered to suit peak viewing times, e.g. Day-night cricket, summer season for rugby league<br>• Sports as an art form: modern technology – player cam, split screens, replays, slow motion<br>• New markets/channels: new technology has promoted a new wave of sporting broadcasts e.g. Pay-per-view / live streaming / social media<br>• Creation of 'passiveness'; may encourage passive spectators and, therefore, in fact reduce participation levels and create a nation of 'armchair fans', especially considering the increasing price of tickets | | | 10 | 10 |

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| Band | AO3 |
|---|---|
| | **10 marks** |
| 4 | **9-10 marks**<br>Excellent evaluation of relationship between sport, sponsorship and the media<br><br>Detailed and well-reasoned judgements are made on whether these are beneficial to sport or not. Detailed examples are used to support the judgements<br><br>Evaluation is balanced<br><br>Excellent use of technical language |
| 3 | **6-8 marks**<br>Good evaluation of relationship between sport, sponsorship and the media<br><br>Judgements are made on whether these are beneficial to sport or not. Some reasoned examples are used to support the judgements<br><br>Evaluation has reasonable balance though tends to be one sided<br><br>Good use of technical language |
| 2 | **3-5 marks**<br>Limited evaluation of the relationship between sport, sponsorship and the media<br><br>Limited judgements are made on whether these are beneficial to sport or not. Few examples are used to support judgments. Judgements tend to be superficial<br><br>Evaluation is one sided<br><br>Limited use of technical language |
| 1 | **1-2 marks**<br>Lack of evaluation of relationship between sport, sponsorship and the media<br><br>Lack of judgements are made on whether these are beneficial to sport or not. Lack of examples to support judgements<br><br>Evaluation is superficial and one sided<br><br>Lack of use of technical language |
| 0 | **0 marks**<br>No discussion of relationship between sport, sponsorship and the media.<br><br>Response not worthy of credit |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 3 (a) | **Describe the physiological effects of the accumulation of lactic acid within working muscles.**<br><br>*Award up to 4 marks for knowledge each physiological adaptation – either 4 x 1 mark (identified adaptations but no development) or 2 x 2 marks (adaptation identified and point developed/amplified).*<br><br>**Description**<br>Muscle glycogen is broken down via anaerobic glycolysis (1) into two molecules of pyruvic acid → lack of oxygen leads to lactic acid → lactate accumulation (1).<br><br>Causes an increase in acidity of blood (reduction in pH) (1) which inhibits muscle action (as enzymes do not work as effectively and cross bridge formation is inhibited – muscle contractions not as strong) (1). | 4 | | | 4 |
| (b) | **Describe two possible recovery methods that can be used to speed up the removal of lactic acid from the body.**<br><br>*Award 2 marks for each recovery method described. Methods must be explained in relation to how they help increase blood flow and help to flush out lactic acid/metabolic waste products in order to be awarded 2 marks*.<br><br>**Description**<br><br>● active cool down to remove lactic acid and re-saturate myoglobin stores (1)<br>● use of ice baths and helps reduce pooling of lactic acid after intense exercise (1)<br>● use of compression clothing squeeze lactic filled blood away from fatigued part of body (1)<br>● massage squeeze blood away from damaged area (1) | 4 | | | 4 |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 3 (c) | **Discuss factors that influence drag in sport and outline strategies that are employed to minimise its effects.**<br><br>*Award 1 mark for description of each factor affecting drag (up to maximum of 2 marks).*<br><br>*Award up to 2 marks for identification and brief explanation of strategies used to minimise drag.*<br><br>**Factors**<br>• Fluid friction and air resistance are the two forces acting against moving objects that slow down (1). They do this because they act in the opposite direction to the movement. The faster an object moves, the more resistance it will encounter (1)<br>• In both swimming and cycling, we refer to this resistance as **drag**. Drag is affected by the shape of the object and the way in which water (in the case of swimming) and air (in the case of cycling) flows past it (1). Examples should be provided.<br><br>**Strategies**<br>• **Streamlining** is an effective way of reducing drag and aiding a smoother flow of air past an object. This smooth flow involves fluid/air flowing in layers known as laminar flow (1).<br>• In cycling, streamlining can be achieved in a number of ways. Cyclists adopt a low crouch position (using drop handlebars to reduce their frontal cross-section area) and often wear tight fitting 'skinsuits' (1). Advances in bike design such as oval-shaped frame tubes and disc wheels have helped reduce drag. Additionally, helmets have been designed to have a more aerodynamic shape (1).<br>• In swimming, an efficient technique will lead to a more streamlined shape in the water. For example, an effective flutter kick will help raise the legs in the water and reduce the frontal cross section (1). Other strategies employed by swimmers include shaving (to reduce frictional drag), the use of swim caps and more recently, the use of specially designed full body suits known as 'fastskins' (1). This compresses the body into a more aerodynamic shape and claims to reduce skin friction drag by as much as 24 percent (1).<br><br>Diagrams may be beneficial in helping to explain this response. | 2 | 2 | | 4 |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 3 (d) | **Justify with reference to relevant theories, how and why coaches may use different leadership styles in particular sporting situations. Consider two leadership styles in your response.**<br><br>**Indicative content**<br>Fiedler's contingency model is based on the link between a leader's **personality or leadership style** and the **situational requirements** of the task.<br><br>Leadership style – task-centred (leader who focuses on getting the job done, performance and productivity) and relationship-centred leader (who works on developing and maintaining good interpersonal relationships). Autocratic / democratic styles.<br><br>Effectiveness of leadership depends on the 'favorableness' of the situation:<br><br>Most and least favourable → task orientated approach.<br><br>Moderately favourable → relationship orientated approach.<br><br>Specific examples and development of scenarios relating to the above e.g. conditions causing least favourable situations. | | | 8 | 8 |

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| Band | AO3 |
|---|---|
| | **8 marks** |
| 4 | **7-8 marks**<br>Excellent justification of different leadership styles and their use in particular sporting situations<br><br>Well-reasoned judgements are made on the relative merits of two leadership styles in different situations. Judgements are supported by specific examples<br><br>Excellent use of technical language. |
| 3 | **5-6 marks**<br>Good justification of different leadership styles and their use in particular sporting situations<br><br>Reasoned judgements are made on the relative merits of two leadership styles in different situations but are not fully developed / backed up with specific examples<br><br>Good use of technical language |
| 2 | **3-4 marks**<br>Limited justification of different leadership styles and their use in particular sporting situations<br><br>Some judgements are made on the relative merits of one leadership style in different situations but have few specific examples<br><br>Limited use of technical language |
| 1 | **1-2 marks**<br>Little justification of different leadership styles and their use in particular sporting situations<br><br>Lack of judgements made on leadership styles. Lack of supporting examples<br><br>Lack of use at technical language |
| 0 | **0 marks**<br>No discussion of different leadership styles and their use in particular sporting situations<br><br>Response not worthy of credit. |

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| Question | Mark scheme | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|---|
| 4 | **Sport has often been described as a political battleground. Analyse how countries and individuals have used sport as a mechanism to promote their political views and ideologies.**<br><br>**Indicative content**<br>• Countries/governments and individuals have often used the sport to promote political messages as many major sporting events are broadcasted worldwide and, consequently, reach a large, global audience.<br>• The notion of athletes as role models and the media circus that surround many athletes means that sport is often seen as powerful medium for organisations to promote political messages.<br><br>**Specific examples:**<br>• Sport and government policy: nation building ('feel good factor' and shop-window policy), military-preparedness, social integration and control ('bread and circuses' effect), tourism, promotion of a positive image of the nation abroad and health of the nation. Hosting of major sporting events (e.g. 2012 Olympic Games, Qatar World Cup, Bahrain Grand Prix).<br>• Sport as a political battleground: apartheid and sport (1976 Montreal Olympic Games boycott, Gleneagles Agreement), sectarianism and sport, sport and diplomatic relations (ping-pong diplomacy, 1964 Tokyo Games as a symbol of reintegration)<br>• Use of sport for propaganda purposes and the promotion of a particular national ideology: Fascism, Mussolini and Italian football, Nazi Olympics (1936 Berlin), USSR v USA (Capitalism v Communism ideological clash played out on the sports field; 'Tit for Tat' boycott), East German Machine (development of state-sponsored sports schools, sport science and institutionalised doping programmes – State Plan 1425). Rise of China as a sporting giant (Beijing Olympics).<br>• Use of sport as a mechanism for highlighting a political message: 1972 Munich Olympics (Munich Massacre), 1968 Black Power salute.<br>• Sport as a means of political expression for oppressed people e.g. Sydney Olympics and aborigines, Saudi Arabian women athletes in London 2012, sport in Afghanistan. | 6 | | 14 | 20 |

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| Band | AO1 | AO3 |
|---|---|---|
| | **6 marks** | **14 marks** |
| **4** | **6 marks**<br>Excellent knowledge of how countries and individuals have used sport to promote their political views | **12-14 marks**<br>Excellent analysis of how both countries and individuals have used sport to promote their political views<br><br>Excellent synoptic links between content areas are evident<br><br>Well-reasoned judgements are made on sport as a political tool<br><br>Evidence based conclusions are drawn<br>Two sides are discussed with relatively equal balance<br><br>Excellent use of technical language evident |
| **3** | **4-5 marks**<br>Good knowledge of how countries and individuals have used sport to promote their political views | **8-11 marks**<br>Good analysis of how both countries and individuals have used sport to promote their political views<br><br>Good synoptic links between content areas are evident<br><br>Reasoned judgements are made on sport as a political tool<br><br>Conclusions are drawn but are not always evidence-based. Two sides are discussed though maybe one sided.<br><br>Good use of technical language evident |
| **2** | **2-3 marks**<br>Limited knowledge of how countries or individuals have used sport to promote their political views | **4-7 marks**<br>Limited analysis of how both countries and individuals have used sport to promote their political views though there tends to be a focus on countries or individuals<br><br>Some synoptic links between content areas are evident<br><br>Limited judgements are made on sport as a political tool and tend to be superficial<br><br>Answers tend to be descriptive, and one sided. Superficial conclusions are drawn<br><br>Limited use of technical language |

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| | | |
|---|---|---|
| **1** | **1 mark**<br>Lack of knowledge of how sport has been used as a political tool | **1-3 marks**<br>Little analysis of how sport has been used to promoted political view.<br><br>Lack of synoptic links evident<br><br>Lack of judgement made on sport as a political tool<br><br>Few and superficial conclusions are drawn<br><br>Lack of use of technical language |
| **0** | **0 marks**<br>No knowledge of how countries have used sport to promote their political views | **0 marks**<br>No analysis of how countries have used sport to promote their political views |

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**Component 2 assessment objectives mark allocation**

| | Q1 | Q2 | Q3 | Q4 | Total |
|---|---|---|---|---|---|
| **AO1** | 15* | 5* | 10 | 6 | 36 |
| **AO2** | 10* | 9 | 2 | 0 | 21 |
| **AO3** | 10 | 16* | 8 | 14 | 48 |
| **Total** | **35** | **30** | **20** | **20** | **105** |

*** Includes 2 marks for quantitative skills in 1a and 2 marks for quantitative in 1c**

** Includes 2 marks for quantitative skills in 2c and 2 marks for quantitative skills in 2d



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