



A-LEVEL PHYSICAL EDUCATION 7582/1

Paper 1 Factors affecting participation in physical activity and sport

Mark scheme

June 2019

Version: 1.0 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, i.e. 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 anatomy and physiology

0 1 |

Which **one** of these muscles causes horizontal abduction at the hip?

[1 mark]

Marks for this question: AO2 = 1

B

0 2 |

How does exercise affect the lung volumes labelled **X** and **Y** in **Figure 1**.

[1 mark]

Marks for this question: AO2 = 1

B

0 3 |

State one positive effect that high density lipoproteins have on the body.

[1 mark]

Marks for this question: AO1 = 1

- Remove excess cholesterol (1)
- Transport excess cholesterol to the liver (1)
- Protect the artery walls against LDL cholesterol/an anti-inflammatory effect (1)
- Help protect blood cells and important chemical messengers in the blood from being broken down by the liver/positive anti-oxidant effect (1)
- Reduce the risk of heart disease (1)

Accept first answer only.

Accept any other positive effect that high density lipoproteins have on the body.

Maximum 1 mark

0 4

High Intensity Interval Training (HIIT) involves alternating short periods of intense exercise with lower intensity periods of recovery.

Discuss the effectiveness of HIIT as a training method for a games player.

[4 marks]

Marks for this question: AO3=4

For (sub max 3)

- Works anaerobic energy system required in games with applied example/aerobic energy system required in games with applied example (1)
- Mixture of high intensity/anaerobic energy system **and** low intensity/aerobic energy system mimics the demands of a game (1)
- Work:rest ratio can be altered to meet specific demands of sport/position (1)
- Can improve a range of components of fitness required in team games/ (2 or more named components of fitness applied to games player) e.g. aerobic endurance, anaerobic power, speed, muscular endurance (1)
- Develops the performers ability to perform sports specific skills under fatigue/buffer lactic acid with applied example (1)
- Potentially more effective at increasing aerobic endurance than continuous training/takes less time than continuous training to improve aerobic power (1)

Against (sub max 3)

- Not most appropriate for all positions/other training methods may be more appropriate for certain positions or games e.g. goalkeeper in football or weight training for rugby player (1)
- High intensity increases risk of injury/means that longer rest intervals required between sessions so can't perform multiple sessions (1)
- Intensity can negatively impact on skill performance (1)
- Work:rest intervals differ by position and sports/can be difficult to accurately work out (1)

Accept any other appropriate evaluation of the effectiveness of HIIT as a training method. Answers must relate to games players.

Maximum 4 marks

0 5 . 1

Describe the process of gas exchange which occurs at a muscle.

[3 marks]

Marks for this question: AO1 = 3

- Oxygen diffuses from the capillary to the muscle cells **and** carbon dioxide diffuses from the muscle cells to the capillary (1)
- Oxygen/carbon dioxide moves from areas of high concentration/partial pressure to areas of low concentration/partial pressure (1)
- Myoglobin transports and stores oxygen in the muscle/has a higher affinity to oxygen than haemoglobin/pulls more oxygen in to the muscle (1)

Accept any other appropriate description of how gas exchange occurs at a muscle.

Maximum 3 marks

0 5 . 2 Gas exchange at the muscle will change during exercise as the Bohr shift will occur.

Describe the Bohr shift.

[2 marks]

Marks for this question: AO1 = 2

- Occurs as a result of increased CO₂ in the blood/increased blood acidity/decreased blood pH/increased temperature (1)
- Increase in hydrogen ions (1)
- Bohr shift is when an oxyhaemoglobin disassociation curve moves to the right (1)
- Haemoglobin has a lower affinity for oxygen at working muscles/gives up oxygen more easily/at higher partial pressures (1)

Accept any other appropriate explanation of Bohr Shift and its impact on performance.

Maximum 2 marks

0 6

Analyse how cryotherapy aids recovery from exercise by causing the body to redistribute blood flow.

[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 cryotherapy and redistribution of blood

- Cryotherapy is the use of cold temperatures to help an athlete recover from exercise more quickly and effectively
- This can take the form of cryotherapy chambers and ice baths
- Redistribution of blood occurs due to the vascular shunt mechanism
- This processes involves the vasodilation and vasoconstriction of blood vessels

AO2 – Application of redistribution of blood to cryotherapy after exercise

- Cold temperatures will cause blood vessels to the extremities to vasoconstrict
- Directing blood to the core
- Redistribution of blood controlled by Medulla/Vasomotor centre
- Via sympathetic/parasympathetic nervous system
- Vasoconstriction caused by the pre-capillary sphincters contracting
- This narrows the internal diameter of the blood vessels
- This the bodies way of trying to maintain body temperature
- When cryotherapy ends, vasodilation will occur
- Redistributing blood around the body as temperature increases
- Vasodilation caused by the pre-capillary sphincters relaxing
- Widening of the internal diameter of the blood vessels occurs

AO3 – Analysis of how cryotherapy uses redistribution of blood flow to aid recovery from exercise

- Vasoconstriction during cryotherapy means swelling is decreased. A reduction in swelling at this early stage may limit the damage that occurs and allow recovery to be quicker
- Reduction in swelling helps to manage pain allowing the performer to remain mobile
- Vasodilation flushes muscles with blood which may help to begin the process of lactic acid removal/speed up slow component of EPOC
- Oxygenated nutrient rich blood returning to the muscles can help restore myoglobin oxygen stores/provides nutrients to begin the recovery process
- Cryotherapy may limit the impact of delayed muscle soreness meaning the performer is able to return to maximal training sooner

Credit other relevant analysis of the impact of cryotherapy on the redistribution of blood and recovery from exercise.

Maximum 8 marks

| | | | |
|----------|----------|---|-------------------|
| 0 | 7 | Analyse the use of the anaerobic energy systems during the 400m race and their impact on the split times. | [15 marks] |
|----------|----------|---|-------------------|

Marks for this question: AO1 = 4, AO2 = 5, AO3 = 6

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

| Level | Marks | Description |
|-------|-------|---|
| 5 | 13-15 | Knowledge is consistently comprehensive, 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 almost always used. The answer demonstrates a high level of substantiated reasoning, clarity, structure and focus. |
| 4 | 10-12 | Knowledge is usually comprehensive, 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 usually used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus. |
| 3 | 7-9 | Knowledge is generally accurate and sometimes detailed. Application of breadth or depth of knowledge is sometimes evident. Some analysis and/or evaluation is made between different relevant factors and their impact but may sometimes lack coherence. Relevant terminology is used but may sometimes be missing. The answer sometimes demonstrates substantiated reasoning, clarity, structure and focus. |
| 2 | 4-6 | Knowledge is sometimes accurate but may lack detail. Application of breadth or depth of knowledge is occasionally evident. Some analysis and/or evaluation is attempted between different relevant factors and their impact, but is likely to lack coherence. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and/or focus at times. |
| 1 | 1-3 | Knowledge is limited and may lack accuracy and detail. Application of breadth or depth of knowledge is likely to be limited or not evident. There may be very little or no analysis and/or evaluation made between different relevant factors and their impact. Relevant terminology used only very occasionally. The answer often lacks substantiated reasoning, clarity, structure and/or focus. |
| | 0 | No relevant content. |

Possible content may include:

AO1 – Knowledge of ATP-PC and anaerobic glycolytic system

- Anaerobic respiration occurs in the absence of sufficient oxygen
- The ATP-PC system resynthesises ATP by breaking down phosphocreatine
- The energy released by splitting this molecule is used to re-attach a third phosphate to adenosine diphosphate
- The ATP-PC system can only last between 8 and 10 seconds
- 1:1 ratio/1 ATP resynthesised
- PC stores in the muscle become depleted and cannot be replenished during the race/without oxygen

- The anaerobic glycolytic system breaks down glycogen using anaerobic glycolysis to resynthesis ATP
- 1:2 ratio/2 ATP resynthesised
- Produces lactic acid as a waste product
- This builds up in the muscles and cannot be removed until the body is respiring aerobically

AO2 – Application of ATP-PC and anaerobic glycolytic system to the 400m and split times

- Initially energy provided by existing stores of ATP
- During the first two splits Wayne van Niekirk will predominately be using the ATP-PC energy systems
- This energy system will have been exhausted at around 8-10 seconds/100m of the race
- Anaerobic glycolytic system will be the primary energy system used for the remainder of the race

AO3 – Analysis of the energy system used on the split times

- Second split fastest due to fewer chemical reactions involved in/immediacy of ATP-PC system
- Then all van Niekirk's times are all slower than 4.7 seconds
- This is due to the larger number of chemical reactions involved in the anaerobic glycolytic system
- The athlete then continues to slow with each of the splits after the 2nd slower than the previous one
- Leading to the final and slowest time of 6.2 seconds.
- This occurs as they are continuing to work anaerobically using the anaerobic glycolytic system without rest or enough oxygen to meet the demands of the activity so lactic acid will be accumulating in their muscles
- Lactic acid denatures the enzymes involved in respiration meaning the muscle cells become slower at resynthesising ATP
- Even though van Niekirk slows over the course of the race he was still able to set a new world record
- This is because he is highly trained and among other things will have developed a high tolerance to lactic acid

Credit other relevant analysis of how anaerobic energy systems impact on the split times.

Maximum 15 marks

Section B

Skill acquisition

0 8

The third stage of Bandura's observational learning model is motor reproduction.

Which **one** of these best describes this stage?

[1 mark]

Marks for this question: AO1 = 1

B

0 9 . 1

Which **one** of these skills will benefit from positive transfer if the performer is already able to perform a serve in tennis?

[1 mark]

Marks for this question: AO2 = 1

C

0 9 . 2

State **two** ways a coach can encourage positive transfer of learning.

[2 marks]

Marks for this question: AO1 = 2

- Making training realistic (1)
- Ensuring the first skill is well learnt (1)
- Slow planned progression (1)
- Use of rewards/reinforcement to encourage positive transfer (1)
- Make performer aware of opportunities for positive transfer/highlight similarities (1)

Accept first two answers only.

Accept any other appropriate ways a coach can encourage positive transfer of learning to occur.

Maximum 2 marks

| | |
|---|---|
| 1 | 0 |
|---|---|

Define the **two** types of anticipation. Give a sporting example for each type.

[4 marks]

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

AO1

- Temporal anticipation – Predicting when something will happen (1)
- Spatial anticipation – Predicting where / what is going to happen (1)

AO2

- Temporal anticipation – A football goalkeeper predicting when a player is going to shoot / equivalent (1)
- Spatial anticipation – A football goalkeeper predicting where the ball will go / equivalent (1)

Examples must be specific to a type of anticipation.

Accept any other appropriate definitions and examples of temporal and spatial anticipation.

Maximum 4 marks

| | |
|---|---|
| 1 | 1 |
|---|---|

| | |
|---|---|
| . | 1 |
|---|---|

Give **one** example of positive feedback and **one** example of negative feedback in athletics.

[2 marks]

Marks for this question: AO2 = 2

- Example of positive feedback in athletics – praise when your hurdle technique was good / equivalent (1)
- Example of negative feedback in athletics – criticism when you didn't keep your lead leg straight when hurdling / equivalent (1)

Accept any other appropriate examples of positive and negative feedback. Examples must be specific to athletics. Do not credit 'praise' or 'criticism' without an example.

Maximum 2 marks

1 1 . 2

Evaluate whether positive or negative feedback is most effective when coaching an athletics performer in the cognitive stage of learning.

[2 marks]

Marks for this question: AO3 = 2

- Positive feedback (is most effective) as it increases confidence and maintains motivation in cognitive performers (1)
- Negative feedback (is less effective) as can decrease confidence and motivation in cognitive performers (1)
- Negative feedback may still be required but must be presented in a way that doesn't have a negative impact/lots of positive feedback with a small amount of negative feedback (1)
- Too much/inaccurate positive feedback can have a negative impact as it gives a false impression of success (1)

Accept any other appropriate evaluative points around whether positive or negative feedback is most effective. Answers must be specific to coaching an athletics performer in the cognitive stage of learning.

Maximum 2 marks

1 2

Analyse how Schmidt’s Schema theory can be applied to a single shot **and** the implications of this theory for the golfer’s coach when trying to maximise performance.
[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 |
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| 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 Schmidt’s schema theory

- Too many motor programmes to store them all.
- Generalised motor programmes that can be adapted to allow a performer to be successful.
- Recall schema
- Initial conditions
- Response specification
- Recognition schema
- Sensory consequences
- Response outcome

AO2 – Application of schema theory to a golf shot

- When hitting a shot in golf initial conditions would include information from the environment including the position of the performer in relation to the location of the fairway/green/flag/hazards and the direction of the wind
- The response specification would be where the golfer wanted to hit the shot taking into account factors such as how the wind might affect the shot
- The golfer’s sensory consequence would relate to the rhythm of their swing (too fast, too slow etc.), force produced and whether they made good contact with the ball
- Lastly, they would compare where the ball finished to where they intended it to go giving them their response outcome

AO3 – Analysis of schema theory’s implications for a player’s coach

- Basics of the golf swing must be developed first
- To maximise a golfer’s chance of success when playing competitively their coach should allow them to experience as many different initial conditions in practice (varied practice)
- This would involve different length/shaped holes with various hazards
- By doing this the performer will develop the ability to modify their motor programmes to meet the demands of these new conditions
- The coach should offer regular feedback about the most effective ways of tackling this range of situations
- Coach could encourage the performer to use mental rehearsal/visualisation to picture suitable adaptations
- When it comes to a competition the performer is prepared/able to adapt to all the challenges they may face
- Difficult to correct errors in or change the original generalised programme

Credit other relevant analysis of how Schmidt’s Schema theory can be applied to a single shot **and** the implications of this theory for their coach when trying to maximise performance over the course of a full round.

Maximum 8 marks

| | | |
|----------|----------|--|
| 1 | 3 | <p>A batsman in cricket may face a bowler who can deliver the ball at over 90mph. The batsman therefore needs to take in information and process it very quickly.</p> <p>Analyse how the input stage of information processing will differ between an international and a local club batsman and explain how a coach can adapt the strategies to improve selective attention to each player’s level of ability.</p> <p style="text-align: right;">[15 marks]</p> |
|----------|----------|--|

Marks for this question: AO1 = 4, AO2 = 5, AO3 = 6

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

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|-------|-------|---|
| 5 | 13-15 | Knowledge is consistently comprehensive, 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 almost always used. The answer demonstrates a high level of substantiated reasoning, clarity, structure and focus. |
| 4 | 10-12 | Knowledge is usually comprehensive, 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 usually used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus. |
| 3 | 7-9 | Knowledge is generally accurate and sometimes detailed. Application of breadth or depth of knowledge is sometimes evident. Some analysis and/or evaluation is made between different relevant factors and their impact but may sometimes lack coherence. Relevant terminology is used but may sometimes be missing. The answer sometimes demonstrates substantiated reasoning, clarity, structure and focus. |
| 2 | 4-6 | Knowledge is sometimes accurate but may lack detail. Application of breadth or depth of knowledge is occasionally evident. Some analysis and/or evaluation is attempted between different relevant factors and their impact, but is likely to lack coherence. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and/or focus at times. |
| 1 | 1-3 | Knowledge is limited and may lack accuracy and detail. Application of breadth or depth of knowledge is likely to be limited or not evident. There may be very little or no analysis and/or evaluation made between different relevant factors and their impact. Relevant terminology used only very occasionally. The answer often lacks substantiated reasoning, clarity, structure and/or focus. |
| | 0 | No relevant content. |

Content may include:

AO1 – Knowledge of the input stage of information processing and methods for improving selective attention

Knowledge of input stage

- The input stage of information processing involves taking in all the information from the display/ environment using the senses
- The performer may use their external sense of sight and hearing
- And their internal proprioceptive senses of touch, balance and kinesthesia
- Due to the large amount of sensory information the relevant stimuli must be filtered from the irrelevant stimuli using selective attention
- This involves the DCR process
- Where a stimulus is detected as being present, compared to the long-term memory and recognised as being relevant or irrelevant

Knowledge of methods for improving selective attention

- Having key stimulus made more intense
- Optimal levels of arousal
- Pointing relevant/irrelevant stimuli
- Providing varied relevant experiences
- Training with distractions

AO2 – Application to explain how the input stage will differ between a club and international batsman and applied examples of strategies to improve information processing

- Due to the international batsman's extra experience and knowledge they will have more information stored in their long-term memory to compare stimuli to
- This will allow them to more effectively identify which are the relevant and which are the irrelevant stimuli
- The club batsmen may not have the experience to select the most relevant stimuli and may instead focus on irrelevant stimuli or too many stimuli
- (Both players could further improve their selective attention by having key stimulus made more intense/any other method for improving selective attention) e.g. a bright coloured ball with a contrasting seam in training/any other applied example of how to improve selective attention

AO3 – Analysis of the impact on performance of improved information processing and how a coach can adapt the strategies to improve selective attention to each player level of ability

- The additional experience the international batsman has will allow them to complete the input/selective attention/DCR process more quickly meaning they are more likely to select an appropriate response in the time available, making them more successful
- (The club batsmen may not have the experience to select the most relevant stimuli and may instead focus on irrelevant stimuli or too many stimuli). This can lead to them selecting the wrong shot to play; not responding quickly enough; or suffering from information overload
- The coach may have the lower ability player focus on the big cues like the ball while the higher-level performer may focus on the finer details such as spin on the ball/seam position to help them predict the type of ball being bowled
- This may require the coach to use of stress management techniques to lower the arousal of the club batsmen while the elite performer will likely perform better with higher levels of arousal

Credit other relevant analysis of how the input stage of information processing will differ between an international and local club batsman **and** how a coach can adapt the strategies to improve selective attention to each player's level of ability.

Maximum 15 marks

Section C

Sport and society

1 | 4

Which **one** of these is a **fitness benefit** of regular participation in low intensity continuous training such as jogging?

[1 mark]

Marks for this question: AO1 = 1

B

1 | 5

Which **one** of these is **not** a characteristic of modern day professionalism?

[1 mark]

Marks for this question: AO1 = 1

B

1 | 6

Sport England works closely with local partners such as the network of County Sports Partnerships.

Explain how the services provided by these partners allow Sport England to develop sport at a local level.

[4 marks]

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

- Club development / better clubs (AO1) allows more people to participate (AO2)
- Coaching development / better coaches / more coaches (AO1) improves the standard of performance (AO2)
- Education programmes (AO1) increase awareness of the importance of health and fitness (AO2)
- Equality/targeted campaigns (AO1) working to increase participation among under-represented groups (AO2)
- Facility development / more/better facilities(AO1) allow more people to participate (AO2)
- Funding and support (AO1) for grassroots sports to provide the facilities/coaches/equipment to increase participation (AO2)
- Marketing and communication (AO1) to allow local clubs to spread the word about the opportunities which are available (AO2)
- Safeguarding (AO1) allows local clubs to provide safe environments so everyone feels comfortable taking part (AO2)
- Strategic network (AO1) working with other organisations to increase participation (AO2)
- Volunteer development (AO1) provide more volunteer coaches/officials so clubs can effectively cater for more participants (AO2)

AO1 must be present to award the AO2 marks.

Accept any other appropriate explanation of how the services provided by local partners allow Sport England to develop sport at a local level.

Maximum 4 marks

1 | 7 | . | 1

Suggest how the improvements in transport and communication during this period led to an increase in the standard of performance in sport.

[4 marks]

Marks for this question: AO3 = 4

- Development of further/faster transport allowed teams to travel further playing against a higher standard of opposition/play more (1)
- Improved transport allowed the development of leagues increasing competitiveness and incentivising success (1)
- Improved/cheaper transport allowed performers access to new activities increasing the number of performers and in turn the overall standard (1)
- Improved communication led to the development of role models who younger performers aimed to emulate/copy (1)
- Improved communication led to the codification of sport, enabling fixtures and leagues to occur between people from different areas (1)
- Improved communication meant you could follow a team, increasing spectators, leading to professionalism (1)

Accept any other appropriate suggestion of how transport and communication led to an increase in the standard of performance. Improvement in transport and communication must be linked to improvement in standard of performance.

Maximum 4 marks

1 | 7 | . | 2

In 1850 Dr William Penny Brookes founded the Wenlock Olympian Games.

Identify **two** aims of the Wenlock Olympian Games.

[2 marks]

Marks for this question: AO1 = 2

- Form Olympian Class (1)
- Promote moral improvements (1)
- Promote physical improvements (1)
- Promote intellectual improvements (1)
- Targeted at people of the town and neighbourhood of Wenlock (1)

Accept first two answers only.

Accept any other appropriate aims of the Wenlock Olympian Games.

Maximum 2 marks

| | | |
|----------|----------|---|
| 1 | 8 | <p>Social stratification can impact on the sports participation of an individual. One example of social stratification may be the class that an individual belongs to.</p> <p>Evaluate the different sporting experiences that upper class and working class 15-year-olds may have and how this might impact on their life-long participation in sport.</p> <p style="text-align: right;">[8 marks]</p> |
|----------|----------|---|

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 social stratification and social class

- Social stratification is a type of social inequality where society is divided into different levels based on a social characteristic
- Social class is a term used to define social inequalities
- e.g. certain groups have more access to wealth, income and power than others.
- Factors which contribute to social class include a person's job, family, background, education and income

AO2 – Application of social class to experiences in sport (variety and amount)

- An upper class 15 year is likely to have greater access to a wide range of sports
- This is because they will be able to afford equipment, membership fees etc which are required to participate
- It may be suggested that they will also be better educated having access to facilities at school but also having a greater understanding of the importance of being physically active
- However, there may be greater pressure from parents/school for upper class students to perform well in education which may limit the time they have available for sport

- A working class 15-year-old may not have access to as many sports as they may not be able to afford equipment, membership fees etc. which are required to participate
- Their main provider of sporting experiences is likely to be their school
- They may have less time to participate if they have a part time job
- It may be however that the working-class child plays more sport than the upper-class child
- This could be because they have more time due to lower expectations to perform well in education
- They may see sport as a means of social mobility and a way to change their social class

AO3 – Evaluation of impact on life-long participation

- As upper-class children will be able to try more sports it increases the chances of them finding one they enjoy
- Understanding the importance of physical activity for health and wellbeing also means they are more likely to make time to take part in sport
- May be less likely to enjoy life-long participation
- Due to pressure of job/responsibilities/lack of motivation

- (A working class 15-year-old may not have access to as many sports as they may not be able to afford equipment, membership fees etc. which are required to participate.) This may limit the likelihood of them participating throughout their life as they may have negative experiences
- Only playing sports they don't enjoy or playing in substandard facilities or with substandard equipment
- May be more likely to enjoy life-long participation
- Due to it providing income/additional income/escapism

- Social class not fixed so may move classes during lifetime, impacting participation

Credit other relevant evaluation of the different sporting experiences that an upper class and working class 15-year-old may have and how this might impact on their life-long participation in sport.

Maximum 8 marks

1 9

'This Girl Can' is an example of a Sport England campaign that tries to increase female participation in sport by changing attitudes.

Analyse how campaigns such as 'This Girl Can' might overcome barriers to female participation in sport and change attitudes.

[15 marks]

Marks for this question: AO1 = 4, AO2 = 5, AO3 = 6

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

| Level | Marks | Description |
|-------|-------|---|
| 5 | 13-15 | Knowledge is consistently comprehensive, 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 almost always used. The answer demonstrates a high level of substantiated reasoning, clarity, structure and focus. |
| 4 | 10-12 | Knowledge is usually comprehensive, 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 usually used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus. |
| 3 | 7-9 | Knowledge is generally accurate and sometimes detailed. Application of breadth or depth of knowledge is sometimes evident. Some analysis and/or evaluation is made between different relevant factors and their impact but may sometimes lack coherence. Relevant terminology is used but may sometimes be missing. The answer sometimes demonstrates substantiated reasoning, clarity, structure and focus. |
| 2 | 4-6 | Knowledge is sometimes accurate but may lack detail. Application of breadth or depth of knowledge is occasionally evident. Some analysis and/or evaluation is attempted between different relevant factors and their impact, but is likely to lack coherence. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and/or focus at times. |
| 1 | 1-3 | Knowledge is limited and may lack accuracy and detail. Application of breadth or depth of knowledge is likely to be limited or not evident. There may be very little or no analysis and/or evaluation made between different relevant factors and their impact. Relevant terminology used only very occasionally. The answer often lacks substantiated reasoning, clarity, structure and/or focus. |
| | 0 | No relevant content. |

Possible content may include:

AO1 – Knowledge of barriers to participation and attitudes

Barriers to female participation may include:

- Lack of clubs; competitions; coaches; role models; media coverage; funding; accessibility
- Stereotyping/discrimination/low self-esteem/sexism

Three components of attitude:

- Cognitive component – how they think
- Affective component – how they feel
- Behaviour component – how they act

Attitudes can be changed by:

- Persuasive communication
- Cognitive dissonance

AO2 – Application of barriers and attitudes to female participation in sport

- Traditional/old fashioned perception that some sports are for men and others are for women (cognitive component)
- Perception that some women may not like how it feels to play sport and may be put off by being sweaty or getting muddy (affective component)
- Women may avoid playing sports (behavioural component) because of how they believe others may perceive them
- A female athlete may be channelled into typically feminine sports such as dance or gymnastics at school and not have the opportunity/access to sports such as rugby or boxing which, if given the chance they may enjoy
- Any other applied example of how barriers specifically impact participation of females
- ‘This Girl Can’ provides women with positive role models in its advertising campaigns
- These are often accompanied by slogans which challenge traditional female stereotypes

AO3 – Analysis of how campaigns can change attitudes

- Campaigns such as This Girl Can change attitudes through persuasive communication and cognitive dissonance
- Persuasive communication is used in campaigns such as ‘This Girl Can’ by making role models out of normal women who enjoy being active
- These strong role models are widely publicised along with support from elite athletes.
- The message they are sending is that sport is not just for men; that you can take part in sport and still be feminine; and that there is nothing wrong with getting hot and sweaty
- As these posters are widely seen they are likely to be looked at by women who want to make a change and may be inspired by these posters to take up a new activity
- (They also work via cognitive dissonance, changing one of the three components of an attitude to create an imbalance and increase the likelihood of change.) The component of attitude they impact most is the cognitive component, how women and society think about women in sport
- By showing women in sport in a positive light it may breakdown stereotypes and barriers leading to more women giving sport a go (the behavioural component) and enjoying it (the affective component)
- As well as doing this the campaign raises the profile of women’s sport which can result in more women’s only sessions and clubs
- This increases access and advertising helping to overcome these barriers

Credit other relevant analysis of how campaigns such as ‘This Girl Can’ might overcome the barriers to female participation by changing attitudes.

Maximum 15 marks