

# Practice Papers

For AS AQA PE Paper 1:

*Factors Affecting Participation in Physical Activity and Sport*

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# Teacher's Introduction

This resource contains four practice exam papers to support your teaching and resources for **Physical Education; Paper 1: Factors affecting participation in physical activity** are written to match the structure and style of the real AS level exams and broadly cover the specification.

Each paper is intended to be completed in two hours, reflecting the time allowed for the real exam and covers 84 marks in total. Mark schemes are included for easy marking and show a clear breakdown of the assessment objectives matched to each individual question. A guidance column is also given to provide guidance to allocation of marks for some questions where allocation isn't straightforward.

The following table shows the breakdown of marks linked to each of the assessment objectives for each paper.

		AO1 Marks	AO2 Marks	AO3 Marks	Total
Paper A	Section A	9	10	9	
	Section B	10	9	9	
	Section C	9	10	9	
		<b>28</b>	<b>29</b>	<b>27</b>	
Paper B	Section A	7	10	11	
	Section B	11	8	9	
	Section C	10	10	8	
		<b>28</b>	<b>28</b>	<b>28</b>	
Paper C	Section A	10	9	9	
	Section B	7	9	12	
	Section C	10	10	8	
		<b>27</b>	<b>28</b>	<b>29</b>	
Paper D	Section A	11	9	8	
	Section B	9	12	7	
	Section C	8	9	11	
		<b>28</b>	<b>30</b>	<b>26</b>	

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\* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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# Specification Reference

This table shows you how many questions are included in each paper covering the specification. The table also compares this against AQA's sample assessment material. You can use this table to help you decide which paper to use, in order to focus more on specific topic areas.

Subject Content		AS Paper 1 (SAMS)	Paper 2
<b>3.1.1 – Applied anatomy and physiology</b>			
<b>3.1.1.2</b>	Cardiovascular system	1	0
<b>3.1.1.3</b>	Respiratory system	2	3
<b>3.1.1.4</b>	Neuromuscular system	2	1
<b>3.1.1.5</b>	The musculo-skeletal system and analysis of movement in physical activities	1	1
<b>3.1.2 Skill acquisition</b>			
<b>3.1.2.1</b>	Skill, skill continuums and transfer of skills	1	1
<b>3.1.2.2</b>	Impact of skill classification on structure of practice for learning	2	2
<b>3.1.2.3</b>	Principles and theories of learning and performance	2	2
<b>3.1.2.4</b>	Use of guidance and feedback	0	0
<b>3.1.3 Sport and society</b>			
<b>3.1.3.1.1</b>	Pre-industrial (pre-1780)	2	1
<b>3.1.3.1.2</b>	Industrial and post-industrial (1780–1900)	0	1
<b>3.1.3.1.3</b>	Post World War II (1950 to present)	0	1
<b>3.1.3.2.1</b>	Sociological theory applied to equal opportunities	4	5
<b>3.1.4 Exercise physiology</b>			
<b>3.1.4.1</b>	Diet and nutrition and their effect on physical activity and performance	0	0
<b>3.1.4.2</b>	Preparation and training methods in relation to maintaining physical activity and performance	2	4
<b>3.1.5 Biomechanical movement</b>			
<b>3.1.5.1</b>	Biomechanical principles	2	1
<b>3.1.5.2</b>	Levers	0	0
<b>3.1.6 Sport psychology</b>			
<b>3.1.6.1.1</b>	Aspects of personality	0	0
<b>3.1.6.1.2</b>	Attitudes	1	1
<b>3.1.6.1.3</b>	Arousal	0	0
<b>3.1.6.1.4</b>	Anxiety	1	1
<b>3.1.6.1.5</b>	Aggression	1	1
<b>3.1.6.1.6</b>	Motivation	0	0
<b>3.1.6.1.7</b>	Social facilitation	0	0
<b>3.1.6.1.8</b>	Group dynamics	2	2
<b>3.1.6.1.9</b>	Importance of goal setting	0	0
<b>3.1.7 Sport and society and the role of technology in physical activity and sport</b>			
<b>3.1.7.1</b>	The role of technology in physical activity and sport	0	0

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# ZigZag Practice Exam

## Supporting AS AQA Physics

### Practice Paper A

Name	
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**Time allowed**

2 hours

**Instructions**

Answer **all** of the questions and use the space provided.

**Information**

The total marks available for this paper is **84**. The number of marks available for each question is shown in brackets.

Questions will be assessed for quality of your written answer. You should answer all questions in continuous prose.

Use of an electronic calculator is permitted.

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## Section A – Applied physiology

1. Some performers feel more prepared for competition than others.  
Which term is used to describe the increase in heart rate as a result of activation of the sympathetic nervous system?

A. Sympathetic rise

B. Parasympathetic rise

C. Anticipatory rise

D. Nervous rise

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2. Flexion occurs at the knee during the downward phase of squatting.  
Identify which plane and about which axis knee flexion occurs.

A. Sagittal plane and longitudinal axis

B. Sagittal plane and transverse axis

C. Transverse plane and longitudinal axis

D. Frontal plane and sagittal axis

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- 3.1 Performers often feel out of breath following an intense bout of exercise.  
Define the terms 'inspiratory reserve volume' and 'expiratory reserve volume'.

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- 3.2 Explain the role of different receptors when regulating pulmonary ventilation.

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4. A runner is trying to improve their race time.

The runner's top speed is 9.5 m/s and he can maintain this speed for 7 seconds. How far can he travel in this time period?

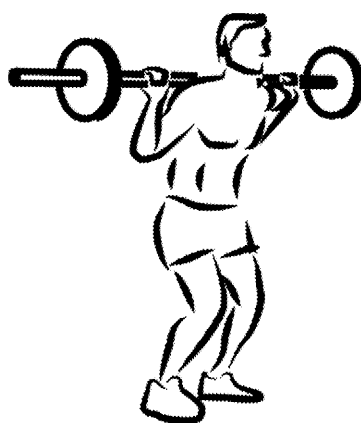
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5. Rugby players often use the gym to increase their strength.



State two ways in which weight training can improve a rugby player's performance.

1. ....
- .....
2. ....
- .....
- .....

6. Analyse how Newton's first and third laws apply to a sprinter powering off the starting blocks.

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7. Some sports, such as gymnastics, require high levels of flexibility.  
Outline the role of the Golgi tendon organ during proprioceptive neuromuscular facilitation.

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8. Justify why a hockey player may use interval training.



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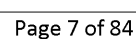
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## Section B – Skill acquisition and sports psychology

10. Which of the following classifications would a cricket bowl be placed in?

- A. Self-paced, fine, discrete
- B. Discrete, externally paced, gross
- C. Self-paced, gross, discrete
- D. Externally paced, fine, serial

11. Group effectiveness can depend on a number of factors.

Which of the following is the correct equation for Steiner's model of group productivity?

- A. Actual productivity = losses due to faulty processes + best potential productivity
- B. Actual productivity = best potential productivity – losses due to faulty processes
- C. Best productivity = coordination losses – losses due to faulty processes
- D. Best productivity = losses due to faulty processes – coordination losses

12. Describe what is meant by the term 'competitive trait anxiety'.

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13.1. Define the term 'variable practice'.

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13.2. Explain why a coach may use variable practice in order to develop the skill.

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14. Different strategies can be used to change attitudes.

Explain how cognitive dissonance can help an individual become more likely to change their attitude.

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15. The performance level of a local rower was steadily improving over a six month period, but then suddenly stopped improving, and has stayed at the same level of performance since. Identify what the rower is suffering from, and state two solutions to this problem.

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16. A cohesive team will generally outperform a non-cohesive team. Suggest three ways to improve cohesion.

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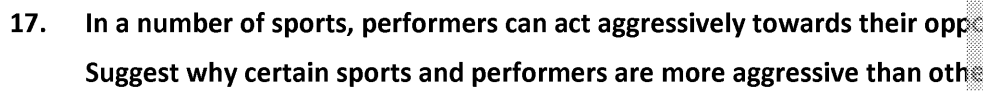
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**18. Coaches can use different learning theories to help their athletes learn new skills. Explain the theory of observational learning, and discuss how this may improve an athlete's performance.**

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Practice Exam Papers for AS AQA PE: Paper 1

## Section C – Sport and society and the role of sport in physical activity and sport

19. Which of these groups is not under-represented in sport?

- A. Disabled males
- B. Asian females
- C. White British females
- D. White British males

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20. Which of these is not a main aim of Sport England?

- A. Increase participation rates
- B. Increase volunteer involvement
- C. Support under-represented groups
- D. Increase the UK's medal count at the next Olympics

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21. Explain one way in which the Industrial Revolution had a positive impact on physical activity and sport.

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22. Explain two characteristics of rational recreation.

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23. Define the term 'stereotype'.

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24. Explain how individuals from an ethnic minority and disabled individuals groups in sport.

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25. Explain two social benefits of increased mass participation.

1. ....
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26. The golden triangle is the relationship between the major parties involved in sport.

**Evaluate the role of the different components of the golden triangle on the development of sport.**

[illegible]

# ZigZag Practice Exam

## Supporting AS AQA Physics

### Practice Paper B

Name

#### Time allowed

2 hours

#### Instructions

Answer **all** of the questions and use the space provided.

#### Information

The total marks available for this paper is **84**. The number of marks available for each question is shown in brackets.

Questions will be assessed for quality of your written answer. You should answer all questions in continuous prose.

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## Section A – Applied physiology

1. Oxygen is transported in the blood to the cells of the body.  
Which of the following is the protein that carries oxygen around the body?

- A. Myoglobin
- B. Troponin
- C. Haemoglobin
- D. Globulin

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☐

2. Physical activity is important to help reduce the likelihood of health problems.  
Which one of the following is not a negative impact of a lack of exercise?

- A. Raised blood pressure
- B. Stroke
- C. Cardiovascular disease
- D. Increased bone density

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3. Outline the role of tapering and peaking in optimising performance.

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4. An 800 m runner completed their race in 2 minutes.  
Calculate the average speed of this 800 m runner.

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5. Sports such as ice skating require high levels of balance and stability. State two ways an ice skater could improve their stability.

1. ....  
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2. ....  
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6.1. When performers breathe in, they are breathing in oxygen and expelling CO<sub>2</sub>. Define the term 'tidal volume'.

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6.2. Explain how gas exchange at the alveoli ensures oxygen is supplied to the muscles and CO<sub>2</sub> is removed from the body during exercise.

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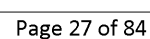
7. Justify the importance of carbohydrate and protein intake for a 400 m runner.

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## Section B – Skill acquisition and sports psychology

10. Which of the following is not a method of presenting practice?

- A. Whole
- B. Whole-part-whole
- C. Progressive-whole-part
- D. Progressive part

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11. Coaches use a number of different techniques to help an athlete learn a new skill. Which of the following methods of guidance involves the coach physically correcting body positions?

- A. Verbal
- B. Visual
- C. Mechanical
- D. Manual

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12. Sometimes a performer feels as though they are at the top of their game. Identify three characteristics of peak flow experience.

1. ....  
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2. ....  
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3. ....  
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13. An 800 m runner's coach conducts a training session where the athlete runs the same lap of a track over and over. Identify the type of practice being used and state two advantages of this type of practice.

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14.1. Define 'intrinsic motivation'.

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14.2. State an example for each of the two types of extrinsic motivation.

1. ....

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2. ....

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15. Social facilitation can have a beneficial impact on performance, whereas social inhibition can have a detrimental impact on performance levels.

Suggest three strategies that a coach or athlete could use to minimise the impact of social inhibition.

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2. ....

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3. ....

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16. Different performers often compete at differing levels of arousal.

Explain the catastrophe theory of arousal.

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- 17. The effectiveness of different types of feedback can depend on the experience of the person receiving the feedback. Suggest how a coach might use three different types of feedback when coaching a novice who has just made a mistake.**

1. ....

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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18. High levels of anxiety can negatively impact on a player's performance, explain the different methods of measuring anxiety and discuss their effectiveness.

[illegible]

## Section C – Sport and society and technology

19. Which of the following is a metabolic cart used to measure?
- A. The heat produced by the athlete to determine metabolic rate
  - B. The heart rate of an athlete
  - C. Tidal volume, minute ventilation and ventilation rate
  - D. The concentration of blood lactate
20. Which of the following cannot be measured by GPS?
- A. Distance travelled
  - B. Speed of running
  - C. Player position
  - D. Heart rate
21. Explain the difference between quantitative and qualitative data collection.
- .....
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22. Explain the importance of data integrity.
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23. Define the term social socialisation.

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24. Explain how different factors affected the emergence of elite female performance in the late twentieth and early twenty-first centuries.

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25. Explain the health and fitness benefits a sedentary person could expect to maintain an exercise programme.

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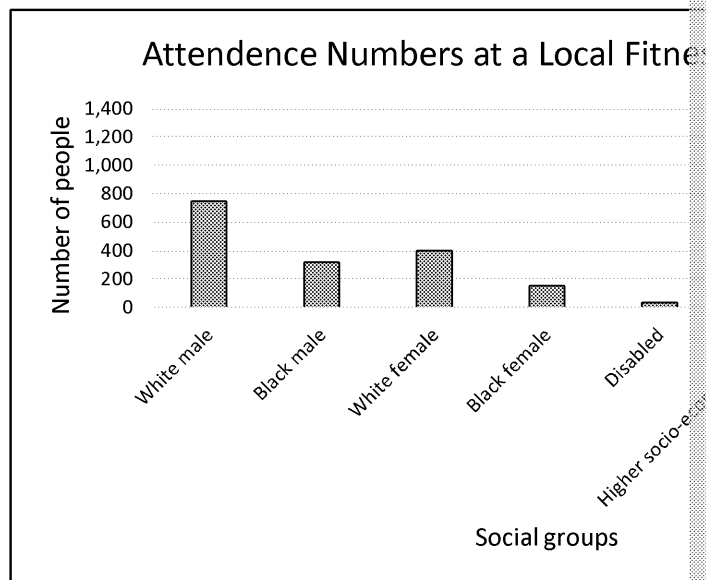


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26. Under-represented groups often find there are a number of barriers to sport. The following table shows the attendance of different groups at a fitness centre.



**Suggest strategies to overcome barriers to participation for the under-represented groups and evaluate their potential effectiveness.**

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## **Preview of Questions Ends Here**

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This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

## Mark Scheme

Question Number	Mark breakdown				Answer
	AO1	AO2	AO3	Total Marks	
1	1			1	D
2	1			1	B
3		2		2	<ul style="list-style-type: none"> <li>Sympathetic (1)</li> <li>Parasympathetic (1)</li> </ul>
4	2			2	<b>Maximum of 2 marks:</b> <ul style="list-style-type: none"> <li>Vascular shunting: blood is transported to the exercising muscles</li> <li>Blood is directed away from the lower-priority organs through narrowing or constriction of the arterioles / action of the precapillary sphincters</li> <li>Blood is transported to the exercising muscles via vasodilation of the arterioles / action of the precapillary sphincters (1)</li> </ul>
5			2	2	<ul style="list-style-type: none"> <li>Smoking can lead to chronic obstructive pulmonary disease, reducing the ability of an individual to breathe in oxygen. This could reduce the performance of the marathon runner and increase their reliance on the anaerobic system, leading to the build-up of lactic acid and fatigue. (1)</li> <li>Carbon monoxide from cigarettes has a greater affinity for haemoglobin than oxygen does. This could prevent the runner from fully saturating their haemoglobin with oxygen, leading to a reliance on the anaerobic system to produce energy, therefore, reducing the intensity that can be maintained. (1)</li> </ul>
6.1		2	1	3	<b>2 marks from (AO2):</b> <ul style="list-style-type: none"> <li>The muscle is firstly stretched isometrically, stimulating the Golgi tendon organ (GTO) (1)</li> <li>This prevents a muscle from contraction in response to the stretch, inhibiting the stretch reflex (1)</li> </ul> <b>1 mark from (AO3):</b> <ul style="list-style-type: none"> <li>It is suitable as high divers have to bend their bodies into a tight position when diving (1)</li> </ul>
6.2	2			2	<ul style="list-style-type: none"> <li>Static: stretching while maintaining a still body position / static (the individual is in control of their stretching) and passive (external force moves the individual into the stretching position) (1)</li> <li>Ballistic: involves the bouncing movement into and out of the stretching position (1)</li> </ul>

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Question Number	Mark breakdown				Answer
	AO1	AO2	AO3	Total Marks	
7	2		2	4	<p>The second-class lever system has a mechanical advantage (1) w jumper to produce large forces, e.g. during take-off, in order to as possible (1)</p> <p>The third-class lever system has a mechanical disadvantage (1) w long jumper to generate force quickly, e.g. when sprinting toward</p>
8		2	1	3	<p><b>AO2 – (sub max 2 marks)</b></p> <ul style="list-style-type: none"> <li>Stations can be skill-based, matching skills used in volleyball</li> <li>It allows multiple fitness components to be used such as p endurance, all of which are used in volleyball (1)</li> </ul> <p><b>AO3 – (sub max 1 mark)</b></p> <ul style="list-style-type: none"> <li>Compared to some other sports, volleyball has multiple ski practised, such as digging, diving and jumping (1)</li> <li>It is suited to high-intensity exercise that is used in volleyball</li> </ul> <p>Accept other suitable justifications</p>
9	2	3	3	8	<p><b>Answer could include:</b></p> <p><b>AO1 – Knowledge of types of muscle recruitment, e.g.</b></p> <ul style="list-style-type: none"> <li>All-or-none law</li> <li>Spatial summation</li> <li>Wave summation</li> </ul> <p><b>AO2 – Explanation of the types of muscle recruitment, e.g.</b></p> <ul style="list-style-type: none"> <li>All-or-none law: every muscle fibre within a motor unit either does not contract at all</li> <li>Spatial summation: the contraction and relaxation period alternated</li> <li>Wave summation: the strength of the contraction can be increased frequency of impulses. The muscle does not have period and tetanic contraction can be produced by repeated</li> </ul> <p><b>AO3 – Evaluation of muscle recruitment for different sports, e.g.</b></p> <ul style="list-style-type: none"> <li>Spatial summation: more useful for sports which require m long distance running, as the relaxation period of the motor muscles to work without feeling fatigued</li> <li>Wave summation: is more useful for sports which require short duration, e.g. shot-put, as a large force is able to be increased frequency of impulses</li> </ul>

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## Level 4 (7–8 marks)

- Knowledge of types of muscle fibre recruitment is accurate and in-depth (AO1)
- There is a clear and accurate explanation of the types of muscle fibre recruitment (AO2)
- Practical application of the types of muscle fibre recruitment includes detailed analysis/evaluation and is usually substantiated (AO3)
- Appropriate vocabulary is used throughout
- The answer is presented in an effective manner with a clear structure

## Level 3 (5–6 marks)

- Knowledge of the types of muscle fibre recruitment is usually provided but it is more developed for some types of muscle fibre recruitment (AO1)
- A clear and accurate explanation of the types of muscle fibre recruitment is provided in most instances (AO2)
- Practical application of the types of muscle fibre recruitment includes analysis/evaluation and is usually substantiated (AO3)
- Appropriate vocabulary is sometimes used
- The answer is sometimes presented in an effective manner with a clear structure

## Level 2 (3–4 marks)

- Knowledge of the types of muscle fibre recruitment is sometimes provided (AO1)
- An explanation of the types of muscle fibre recruitment is sometimes provided (AO2)
- Practical application of the types of muscle fibre recruitment has on different sports is sometimes provided (AO3)
- Appropriate vocabulary is sometimes restricted
- The answer has little structure and is presented in an unclear manner

## Level 1 (1–2 marks)

- Knowledge of the types of muscle fibre recruitment is basic (AO1)
- There is little or no explanation of the types of muscle fibre recruitment (AO2)
- Practical application of the types of muscle fibre recruitment is not provided or not substantiated (AO3)
- Appropriate vocabulary is restricted
- The answer has little structure and is presented in an unclear manner

## (0 marks)

No suitable content

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Question Number	Mark Breakdown				Answer
	AO1	AO2	AO3	Total Marks	
10	1			1	B
11	1			1	A
12.1	1			1	A previously learned skill has a detrimental effect on the learner
12.2			2	2	<ul style="list-style-type: none"> <li>Bilateral transfer could allow a right-handed player to use their right hand (1)</li> <li>This would ensure that they are able to return the ball to the field when fielding with their left hand (1)</li> </ul> Accept any other relevant answer
13			2	2	<b>Maximum of 2 marks:</b> <ul style="list-style-type: none"> <li>The coach could promote assertive behaviour over aggressive behaviour when a player displays aggression (1)</li> <li>The coach could build relaxation strategies into the pre-match routine for self-talk or imagery before a match in order to reduce anxiety (1)</li> <li>The coach could reward non-aggressive actions of the players with bonuses and intangible rewards such as being made captain (1)</li> <li>A coach could fine a player that regularly displays aggression, telling them doing it again and to set an example for the rest of the team (1)</li> <li>The coach could remove a performer from an environment if they are becoming visibly frustrated (1)</li> <li>The coach could promote non-aggressive players as role models for other team members (1)</li> </ul> Accept other suitable strategies
14	2			2	<ul style="list-style-type: none"> <li>Somatic anxiety involves the physiological responses to stress (1)</li> <li>Cognitive anxiety involves the psychological responses to stress (1)</li> </ul>
15			3	3	<ul style="list-style-type: none"> <li>As arousal increases, so does performance, suggesting that there is an optimal level of arousal for performance (1)</li> <li>However, this occurs up until a point where the performer shows that controlling arousal is necessary to stay at a high level of performance (1)</li> <li>Performance (at a lower level than prior to the catastrophe) is then reduced, which shows how important arousal control is (1)</li> </ul>
16.1		4		4	<ul style="list-style-type: none"> <li>Gross – a smash involves movement of large muscles and smash the ball (1)</li> <li>Simple – a smash does not require too much cognitive pattern (1)</li> <li>Open – performance of the skill is dependent on external factors such as how quickly it is travelling and where the opposition are standing (1)</li> <li>Discrete – the smash has a clearly defined start and end point (1)</li> </ul>

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Question Number	Mark Breakdown				Answer
	AO1	AO2	AO3	Total Marks	
16.2.		2		2	<b>Maximum of 2 marks:</b> <ul style="list-style-type: none"> <li>Variety can help to maintain interest and concentration of skill (1)</li> <li>The skill is an open skill so the athletes need to practice</li> <li>Variable practice helps to improve the decision making</li> <li>Athletes can develop schema in order to be able to adapt</li> </ul>
16.3			2	2	<b>Maximum of 2 marks:</b> <ul style="list-style-type: none"> <li>Learning skills in a logical order, e.g. learning serve technique</li> <li>Provide rewards as transfer is occurring, e.g. praising a player for not blocking a shot as they will need to be able to jump</li> <li>Performing training in match-like situations by playing a match</li> </ul>
17	2	3	3	8	<b>AO1 – Identification of the principles of effective goal setting</b> <ul style="list-style-type: none"> <li>Specific</li> <li>Measurable</li> <li>Achievable</li> <li>Realistic</li> </ul> <b>AO2 – Explanation of the principles, e.g.</b> <ul style="list-style-type: none"> <li>Specific: the goal must have a particular aim, this can be achieved</li> <li>Measurable: it must be possible to record the progress of the goal</li> <li>Achievable: the performer must have the capability to achieve the goal and the performer's confidence</li> <li>Realistic: the performer must have the resources required to achieve the goal, facilities and the required level of time</li> <li>Time-bound: the goal should be aimed to be completed within a set time to increase the performer's motivation/persistence</li> <li>Evaluate: after the goal has been achieved, it should be evaluated to see if it was achieved and what methods of training worked or did not work</li> <li>Redo: if the goal was not reached, the athlete and coach should evaluate the goal and set a new goal</li> </ul> <b>AO3 – Evaluation of the effectiveness of the goal setting</b> <ul style="list-style-type: none"> <li>Goal setting can allow an individual to improve specific aspects of their overall performance</li> <li>Goal setting can provide a focus for the athlete which is tailored towards improving an aspect of their performance</li> <li>Goal setting can provide motivation for an athlete by setting a target</li> <li>Goal setting can improve self-confidence as the athlete knows they can perform well after achieving goals</li> <li>Goal setting can maintain effort levels following a setback</li> </ul>

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## Level 4 (7–8 marks)

- Knowledge of the principles of effective goal setting is accurate and in-depth (AO1)
- There is a clear and accurate link between the principles and their relevance to an athlete (AO2)
- A range of practical benefits of goal setting is provided and is detailed and well explained (AO3)
- Appropriate vocabulary is used throughout
- The answer is presented in an effective manner with a clear structure

## Level 3 (5–6 marks)

- Knowledge of the principles of effective goal setting is usually provided but it is more developed for some points
- A clear and accurate link between the principles and their relevance to an athlete is usually provided (AO2)
- Some practical benefits of goal setting are provided and are detailed and well explained (AO3)
- Appropriate vocabulary is sometimes used
- The answer is sometimes presented in an effective manner with a clear structure

## Level 2 (3–4 marks)

- Knowledge of the principles of effective goal setting is sometimes provided (AO1)
- A link between the principles and their relevance to an athlete is sometimes provided (AO2)
- Practical benefits of goal setting are sometimes provided (AO3)
- Appropriate vocabulary is sometimes restricted
- The answer has little structure and is presented in an unclear manner

## Level 1 (1–2 marks)

- Knowledge of the principles of effective goal setting (AO1)
- There is little or no accurate link between the principles and their relevance to an athlete (AO2)
- Practical benefits of goal setting are not provided or not substantiated (AO3)
- Appropriate vocabulary is restricted
- The answer has little structure and is presented in an unclear manner

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Question Number	Mark breakdown				Answer
	AO1	AO2	AO3	Total Marks	
18		1		1	C
19	1			1	D
20	2			2	<ul style="list-style-type: none"> <li>Primary socialisation: the process of socialisation during childhood where the child learns from family members with the young child learning about the world through their family</li> <li>Secondary socialisation: refers to the teenage years of a person where they learn about societal attitudes (1)</li> </ul>
21	1		1	2	<p>Any one from:</p> <ul style="list-style-type: none"> <li>Lower socio-economic status can reduce equal opportunities as they do not have a chance to participate in sport, giving them a disadvantage</li> <li>Discriminatory attitudes, such as racist views, can prevent people from having the opportunity to participate (1). This can mean that the majority of people are white and that fewer ethnic minorities are inspired to participate in sport</li> </ul> <p>Accept other explanations on how inequality leads to reduced participation in sport</p>
22	2			2	<ul style="list-style-type: none"> <li>Society: the organised combination of individuals that form a community</li> <li>Social processes: how a society has progressed via the actions of individuals</li> </ul>
23	2	2		4	<p><b>Maximum of 4 marks:</b></p> <ul style="list-style-type: none"> <li>Played solely by the upper class (1) as they had access to facilities and money to participate (1)</li> <li>Played frequently (1), as the upper class had an abundance of free time and money for activities (1)</li> <li>Complicated rules (1), as the upper class were educated and had the time to learn written rules for the sport (1)</li> <li>Codified rules (1) written rules allowed the same version of the game to be played everywhere</li> </ul> <p>Accept any other relevant answers</p>
24		2	2	4	<p><b>Maximum of 2 marks:</b></p> <ul style="list-style-type: none"> <li>Social action theory suggests that social interaction forms the basis of all human behaviour (1) (approach) (1)</li> <li>Sports can be created as a result of those with similar interests and goals (1)</li> <li>This can lead to sport becoming adaptable as those from different backgrounds can join in (1)</li> <li>The society can also create a positive meaning for sport and encourage people to take on behavioural characteristics (1)</li> </ul> <p>Accept other suitable explanations of how sport can impact society</p>
25		2	2	4	<p><b>Maximum of 4 marks:</b></p> <ul style="list-style-type: none"> <li>By building more facilities in deprived areas (1) more people from a lower background will have access to physical activity provided (1)</li> <li>By improving transportation links to facilities (1) more people from a lower background can access facilities more easily (1)</li> <li>By providing subsidised fees for using local facilities (1) more people from a lower background will have improved access to facilities (1)</li> </ul> <p>Accept any other relevant answers</p>

Question Number	Mark breakdown				Answer
	AO1	AO2	AO3	Total Marks	
26	2	3	3	8	<p><b>Answer could include:</b></p> <p><b>AO1 – Suggestion of factors, e.g.</b> Industrial Revolution, transport and communication, factory authorities, factories, three-tier class system, amateurs/professionals, national governing bodies</p> <p><b>AO2 – Application of these factors</b></p> <ul style="list-style-type: none"> <li>Industrial Revolution: this reduced the amount of space available</li> <li>Transport and communication: were improved via improved transport nationally, with a greater range of fixtures</li> <li>Factories: middle-class factory owners provided provision for their workers</li> <li>The British Empire: ex-public schoolboys took their sport with them</li> <li>Churches: encouraged the spread of rational recreation</li> <li>Three-tier class system: the emergence of the middle class</li> <li>Amateurs/professionals: those who could afford time to play, whereas others needed to be compensated and, therefore, were paid</li> <li>Development of national governing bodies: new national governing bodies were set up by ex-public school boys</li> </ul> <p><b>AO3 – Discussion of the impact on the characteristics of sport</b></p> <ul style="list-style-type: none"> <li>Industrial Revolution: reduced spaces meant that the sport had to be played in smaller spaces</li> <li>Transport and communication: the improved transport allowed for the spread of the sport nationally, with a greater range of fixtures</li> <li>Factories: many modern-day football teams originated from factory teams (e.g. Arsenal from a munition factory team)</li> <li>The British Empire: the ex-public schoolboys taking the rules of association football globally</li> <li>Churches: the encouragement of rational recreation was seen as a way to provide a more popular recreation, and, therefore, helped to make the sport more accessible</li> <li>Three-tier class system: the middle classes participated in the sport, and more complex rules being understood due to the improved communication</li> <li>Amateurs/professionals: the sport has developed into a professional sport, now being paid large wages in order to compete</li> <li>Development of national governing bodies: the development of national governing bodies helped the sport to have greater structure and more rules and regulations</li> </ul>

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## Level 4 (7–8 marks)

- Knowledge of the factors is accurate and in-depth (AO1)
- There is a clear and accurate link between the factors and their relevance to sport (AO2)
- Practical application of the factors includes detailed analysis/evaluation and is well explained (AO3)
- Appropriate vocabulary is used throughout
- The answer is presented in an effective manner with a clear structure

## Level 3 (5–6 marks)

- Knowledge of the factors is usually provided but it is more developed for some points than others (AO1)
- A clear and accurate link between the factors and their relevance to sport is usually provided (AO2)
- Practical application of the factors and analysis/evaluation is usually explained (AO3)
- Appropriate vocabulary is sometimes used
- The answer is sometimes presented in an effective manner with a clear structure

## Level 2 (3–4 marks)

- Knowledge of the factors is sometimes provided (AO1)
- A link between the factors and their relevance to sport is sometimes provided (AO2)
- Practical application of the factors and analysis of the impact on sport is sometimes provided (AO3)
- Appropriate vocabulary is sometimes restricted
- The answer has little structure and is presented in an unclear manner

## Level 1 (1–2 marks)

- Knowledge of the factors is basic (AO1)
- There is little or no accurate link between the factors and their relevance to sport (AO2)
- Practical application of the factors is not provided or not substantiated (AO3)
- Appropriate vocabulary is restricted
- The answer has little structure and is presented in an unclear manner

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## Mark Scheme

Question Number	Mark breakdown				Answer
	AO1	AO2	AO3	Total Marks	
1	1			1	B
2	1			1	A
3		2		2	<b>Maximum of 2 marks:</b> <ul style="list-style-type: none"> <li>• Low oxidative capacity (1)</li> <li>• Suited for short anaerobic exercise (1)</li> <li>• Low resistance to fatigue (1)</li> <li>• High force production (1)</li> <li>• Quickest contraction time (1)</li> <li>• Low capillary density (1)</li> <li>• High glycolytic capacity (1)</li> </ul> Accept other suitable characteristics (1)
4	3			3	<ul style="list-style-type: none"> <li>• Concentric: the muscle shortens as it contracts (1)</li> <li>• Eccentric: the muscle lengthens as it contracts (1)</li> <li>• Isometric: the muscle length stays the same as it contracts (1)</li> </ul>
5	3			3	<ul style="list-style-type: none"> <li>• Plane: frontal (1)</li> <li>• Axis: sagittal (1)</li> <li>• Joint action: abduction (1)</li> </ul>
6			3	3	<b>Maximum of 3 marks:</b> <ul style="list-style-type: none"> <li>• The shift of the oxyhaemoglobin dissociation graph to the right (1)</li> <li>• Occurs as a result of a decrease in blood pH (1)</li> <li>• Causes oxygen to dissociate from haemoglobin more readily (1)</li> </ul>
7		2	1	3	Adrenaline can be released by the sympathetic nervous system (1) which can increase the heart rate (1) and improve an athlete's performance (1)
8		2	2	4	<b>Maximum of 4 marks:</b> <ul style="list-style-type: none"> <li>• Exercise will result in a loss of fluid through sweating (1) and dehydration (1) of the blood, making it more viscous and reducing the amount of oxygen delivered (1) to the muscles (1)</li> <li>• Stroke volume will be reduced (1) which reduces the amount of blood pumped to the muscles with oxygen and, therefore, reduces exercise capacity (1)</li> <li>• Heart rate will increase (1) in order to maintain cardiac output (1)</li> </ul>

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Question Number	Mark breakdown				Answer
	AO1	AO2	AO3	Total Marks	
9	3	3	2	8	<p><b>Answer could include:</b></p> <p><b>AO1 – Knowledge of venous return and its mechanisms</b>  Venous return is the process of blood returning to the heart  Identification of the processes of venous return:</p> <ul style="list-style-type: none"> <li>• Valves located in the veins</li> <li>• Respiratory pump</li> <li>• Skeletal muscle pump</li> <li>• Gravity</li> <li>• Pressure gradient</li> <li>• Smooth muscle in the veins</li> </ul> <p><b>AO2 – Application of the processes to squash player</b></p> <ul style="list-style-type: none"> <li>• Valves ensure that blood is flowing the correct way, preventing backflow to Owen's heart</li> <li>• Skeletal muscle pump: the muscles surrounding the heart contract, pushing blood to Owen's heart at a faster rate</li> <li>• Respiratory pump: pressure gradient between the atmosphere and the lungs to transport blood back to Owen's heart</li> <li>• Gravity: the return of blood from areas above Owen's heart</li> <li>• Pressure gradient: the gradient existing between venous pressure and blood return to Owen's heart.</li> <li>• Smooth muscles in the vein helps reduce the resistance to blood flow</li> <li>• Increased systolic pressure increases venous return</li> <li>• Decreased systolic pressure decreases venous return</li> </ul> <p><b>AO3 – Analysis and evaluation of how the venous return is affected</b></p> <ul style="list-style-type: none"> <li>• Starling's law: a faster venous return results in an increased stroke volume</li> <li>• Venous return increases during exercise as the need for oxygen increases</li> <li>• There is a greater pressure gradient between the atmosphere and the lungs which speeds the rate of venous return</li> <li>• There is a greater pressure gradient between venous pressure and blood return</li> <li>• The muscles surrounding the veins contract more regularly, increasing the rate of venous return</li> <li>• Exercise results in an increased systolic blood pressure</li> </ul>

## Level 4 (7–8 marks)

- Knowledge of the processes of venous return is accurate and in-depth (AO1)
- There is a clear and accurate link between the processes of venous return and the impact that this has on the athlete (AO2)
- Practical application of the effect that exercise has on venous return is well explained (AO3)
- Appropriate vocabulary is used throughout
- The answer is presented in an effective manner with a clear structure

## Level 3 (5–6 marks)

- Knowledge of the processes of venous return is usually provided but it is more developed for some points
- A clear and accurate link between the processes and the impact that this has on the athlete is provided in some places
- Practical application of the effect that exercise has on venous return is usually explained (AO3)
- Appropriate vocabulary is sometimes used
- The answer is sometimes presented in an effective manner with a clear structure

## Level 2 (3–4 marks)

- Knowledge of the processes of venous return is sometimes provided (AO1)
- A link between the processes and the impact that this has on the athlete is sometimes provided (AO2)
- Practical application of the effect that exercise has on venous return is sometimes provided (AO3)
- Appropriate vocabulary is sometimes restricted
- The answer has little structure and is presented in an unclear manner

## Level 1 (1–2 marks)

- Knowledge of the processes of venous return is basic (AO1)
- There is little or no accurate link between the processes and the impact that this has on the athlete (AO2)
- Practical application of the effect that exercise has on venous return is not provided or not substantiated
- Appropriate vocabulary is restricted
- The answer has little structure and is presented in an unclear manner

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Question number	Mark breakdown				Answer
	AO1	AO2	AO3	Total Marks	
10	1			1	C
11	1			1	A
12	1			1	Process goals – goals which are based on making improvements
13.1	1			1	Individuals believe that their importance to the group is diminished as group size increases (1)
13.2	2		2	4	During the forming stage group members become familiar with each other during the storming phase as the athletes begin to make comparisons between themselves and others. During the storming phase, group members will fight for the right to move through this storming phase if the coach is able to deal with the conflict which they are satisfied with (1)
14		2	1	3	<b>AO2 (sub max 2 marks)</b> <ul style="list-style-type: none"> <li>The coach can change the situations that the performer is in</li> <li>It simulates competitive situations (1)</li> </ul> <b>AO3 (sub max 1 mark)</b> <ul style="list-style-type: none"> <li>It enables the performer to improve their decision-making</li> </ul> Accept other suitable justifications
15		3		3	<b>Maximum of 3 marks:</b> <ul style="list-style-type: none"> <li>Social interaction along with the culture of the individual</li> <li>Imitating the actions of others that are more skilled, and successful learning (1)</li> <li>Inter-psychological learning involves the individual interacting through the information gained from the more skilled</li> <li>3 stages of proximal development: <ul style="list-style-type: none"> <li>The performer is not yet to complete the skill. The performer needs assistance.</li> <li>The performer can do this without assistance. (1)</li> </ul> </li> </ul>
16.1		2		2	<b>Maximum of 2 marks:</b> <ul style="list-style-type: none"> <li>Efficient (1)</li> <li>Effective (1)</li> <li>Consistent (1)</li> <li>Fluent (1)</li> <li>Accurate (1)</li> <li>Good technique (1)</li> <li>Controlled (1)</li> <li>Coordinated (1)</li> </ul> Accept other suitable characteristics

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Question number	Mark breakdown				Answer
	AO1	AO2	AO3	Total Marks	
16.2		2	2	4	<p><b>Maximum of 4 marks:</b></p> <ul style="list-style-type: none"> <li>The coach could use positive reinforcement by praising the stimulus response bond, increasing the likelihood of the behaviour (1).</li> <li>The coach could use negative reinforcement when a stimulus, e.g. time pressure (1). This will strengthen the behaviour (1).</li> <li>The coach should not use punishment when a penalty press-ups for every missed penalty (1), as this would</li> </ul>
17	3	3	2	8	<p><b>AO1 – Identification of the components of attitudes, e.g.</b></p> <ul style="list-style-type: none"> <li>Cognitive: concerns the individual's thoughts towards</li> <li>Affective: concerns the emotional reaction held towards</li> <li>Behavioural: how an individual acts towards an attitude</li> </ul> <p><b>AO2 – Application of techniques to sporting examples, e.g.</b></p> <ul style="list-style-type: none"> <li>Cognitive dissonance: changing a component of attitude of individual and make them want to participate in weightlifting (e.g. of weightlifting to alter the affective component)</li> <li>Persuasive communication: a high-status coach could encourage individual to start participating in weightlifting</li> </ul> <p><b>AO3 – Evaluation of the techniques, e.g.</b></p> <ul style="list-style-type: none"> <li>Cognitive dissonance: creating a feeling of uneasiness so the individual want to right this feeling / cognitive dissonance by another of the components to create a feeling of balance</li> <li>Persuasive communication: when the message is clear and an effective way of changing attitude / it can depend on when social support is not in place</li> </ul>

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Level 4 (7–8 marks)
<ul style="list-style-type: none"> <li>Knowledge of the components of attitude is accurate and in-depth (AO1)</li> <li>There is a clear and accurate link between the attitude-changing techniques and their relevance to an athlete</li> <li>Practical application of the techniques includes detailed analysis/evaluation and is well explained (AO3)</li> <li>Appropriate vocabulary is used throughout</li> <li>The answer is presented in an effective manner with a clear structure</li> </ul>
Level 3 (5–6 marks)
<ul style="list-style-type: none"> <li>Knowledge of the components of attitude is usually provided but it is more developed for some points than others</li> <li>A clear and accurate link between the attitude-changing techniques and their relevance to an athlete is usually provided</li> <li>Practical application of the techniques includes analysis/evaluation and is usually explained (AO3)</li> <li>Appropriate vocabulary is sometimes used</li> <li>The answer is sometimes presented in an effective manner with a clear structure</li> </ul>
Level 2 (3–4 marks)
<ul style="list-style-type: none"> <li>Knowledge of the components of attitude is sometimes provided (AO1)</li> <li>A link between the attitude-changing techniques and their relevance to an athlete is sometimes provided (AO2)</li> <li>Practical application of the techniques in relation to the performer is sometimes provided (AO3)</li> <li>Appropriate vocabulary is sometimes restricted</li> <li>The answer has little structure and is presented in an unclear manner</li> </ul>
Level 1 (1–2 marks)
<ul style="list-style-type: none"> <li>Knowledge of the components of attitude is basic (AO1)</li> <li>There is little or no accurate link between the attitude-changing techniques and their relevance to an athlete</li> <li>Practical application of the techniques in relation to the performer is not provided or not substantiated (AO3)</li> <li>Appropriate vocabulary is restricted</li> <li>The answer has little structure and is presented in an unclear manner</li> </ul>
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Question Number	Mark breakdown				Answer
	AO1	AO2	AO3	Total marks	
18	1			1	D
19	1			1	B
20			2	2	<b>Maximum of 2 marks:</b> <ul style="list-style-type: none"> <li>They should ensure that they are well-practiced in reliability, e.g. undertake training with all equipment</li> <li>They should ensure that they choose the best protection measure, e.g. using the 30 m sprint test to measure</li> </ul>
21.1	3			3	<b>Maximum of 3 marks (1 for each stage):</b> <b>Cognitive:</b> <ul style="list-style-type: none"> <li>Requires concentration (1)</li> <li>Requires a lot of attention (1)</li> <li>Mistakes are common (1)</li> <li>Coordination mistakes (1)</li> <li>Relies on extrinsic feedback (1)</li> </ul> <b>Associative:</b> <ul style="list-style-type: none"> <li>Intrinsic feedback used more (1)</li> <li>Improved coordination of movement (1)</li> <li>Less attention needs to be paid (1)</li> <li>Mistakes less frequent (1)</li> </ul>
21.2		3		3	<b>Maximum of 3 marks:</b> <ul style="list-style-type: none"> <li>Positive feedback should be used for learners at all</li> <li>Negative feedback should mainly be used at the auton</li> <li>Extrinsic feedback should be favoured in the cognit</li> <li>Knowledge of results should only be used in the aut</li> <li>Knowledge of performance should be favoured in th</li> </ul>
22		3	3	6	<b>Maximum of 6 marks:</b> <ul style="list-style-type: none"> <li>Professionals have a much higher status with many no</li> <li>Commercialisation has led to increased media cover</li> <li>Both amateurs and professionals can compete in a</li> <li>Social class barriers to participation have been reduc</li> <li>Professional performers of popular sports are among t</li> <li>Globalisation has led to increased salaries (1)</li> <li>Some amateurs are still of high performance level (1)</li> </ul> Accept any other suitable explanation

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**Level 3 (5–6 marks)**

- In-depth knowledge of the changing status of amateurs and professionals with a clear and accurate link between the two groups (AO2)
- Analysis/evaluation of the effect of changes within Britain on the status of athletes is in-depth and is well explained
- Appropriate vocabulary is used throughout
- The answer is presented in an effective manner with a clear structure

**Level 2 (3–4 marks)**

- Some knowledge of the changing status of amateurs and professionals with a clear and accurate link between the two groups usually provided (AO2)
- Analysis/evaluation of the effect of changes within Britain on the status of athletes is usually explained (AO3)
- Appropriate vocabulary is sometimes used
- The answer is sometimes presented in an effective manner with a clear structure

**Level 1 (1–2 marks)**

- Basic knowledge of the changing status of amateurs and professionals with little or no accurate link between the two groups (AO2)
- Analysis/evaluation of the effect of changes within Britain on the status of athletes is not provided or not explained
- Appropriate vocabulary is restricted
- The answer has little structure and is presented in an unclear manner

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Question Number	Mark breakdown				Answer
	AO1	AO2	AO3	Total marks	
23	1			1	The hierarchical organisation of members of the society
24			3	3	<p><b>Maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>The members of the society may believe that</li> <li>Stereotypical/discriminatory views can be created</li> <li>Adverts displaying women as thin may prevent them from gaining large muscle mass (1)</li> <li>A lot of high-level jobs within sporting organisations may limit participation by women (1)</li> </ul> <p>Accept other suitable explanations</p>
25	2	3	3	8	<p><b>Answer could include:</b></p> <p><b>AO1 – Knowledge of the roles of Sport England and the UK Sport:</b></p> <ul style="list-style-type: none"> <li>Sport England: provides lottery funding, improve facilities, promotes volunteer involvement, etc.</li> <li>Local/national partners: improve local access to sports, represent disadvantaged groups, e.g. UK Sport help to improve sports research</li> </ul> <p><b>AO2 – Application of these roles, e.g.</b></p> <ul style="list-style-type: none"> <li>Lottery funding: increases the standard of facilities</li> <li>Supporting school leavers: reduces the number of people who are unemployed</li> <li>Promoting volunteer involvement: increases the number of people who are involved in sports</li> <li>Increasing accessibility: improves access for people who are disadvantaged</li> <li>Improving sports research: can help to improve the performance of the general population</li> </ul> <p><b>AO3 – Justification of how these roles can increase participation in sports:</b></p> <ul style="list-style-type: none"> <li>Lottery funding can be used to increase access to sports, improve facilities and equipment, etc.</li> <li>Improved coaching standards can lead to greater participation by people who are discriminated against</li> <li>Promoting volunteer involvement helps to increase participation by disadvantaged groups, such as those who are disadvantaged</li> </ul>

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**Level 4 (7–8 marks)**

- Knowledge of the roles is accurate and in-depth (AO1)
- There is a clear and accurate link between the roles and their relevance to sport (AO2)
- Practical application of the roles includes detailed analysis/evaluation and is well explained (AO3)
- Appropriate vocabulary is used throughout
- The answer is presented in an effective manner with a clear structure

**Level 3 (5–6 marks)**

- Knowledge of the roles is usually provided but it is more developed for some points than others (AO1)
- A clear and accurate link between the roles and their relevance to sport is usually provided (AO2)
- Practical application of the roles and analysis/evaluation is usually explained (AO3)
- Appropriate vocabulary is sometimes used
- The answer is sometimes presented in an effective manner with a clear structure

**Level 2 (3–4 marks)**

- Knowledge of the roles is sometimes provided (AO1)
- A link between the roles and their relevance to sport is sometimes provided (AO2)
- Practical application of the roles and analysis of the impact on sport is sometimes provided
- Appropriate vocabulary is sometimes restricted (AO3)
- The answer has little structure and is presented in an unclear manner

**Level 1 (1–2 marks)**

- Knowledge of the roles is basic (AO1)
- There is little or no accurate link between the roles and their relevance to sport (AO2)
- Practical application of the roles of the strategies is not provided or not substantiated (AO3)
- Appropriate vocabulary is restricted
- The answer has little structure and is presented in an unclear manner

**(0 marks)**

No suitable content

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## **Preview of Answers Ends Here**

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