



Answers

Learning Grids

for GCSE Edexcel PE: Paper 2

Answer Grids

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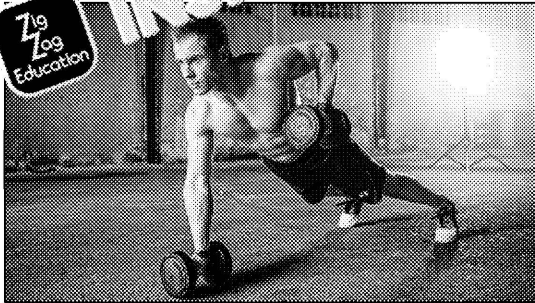
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Topic 1: Health, Fitness and Well-being

1.1 - Physical, Emotional and Social Health, Fitness and Well-being

Physical, Social and Emotional Health, Fitness and Well-being	Instructions		
	1. Explain the 'physical health'.	This is an aspect of health associated with	
	2. Explain how improving each component of fitness through physical activity can positively influence a person's physical health. 	Fitness component	B
		Cardiovascular Endurance	Improving cardiovascular fitness increases fitness; decreases heart rate; improves circulation; reduces coronary heart disease risk, which positively decreases the risk of closely linked diseases like diabetes. Resting heart rate increases, making transport of nutrients more efficient. Improvements would lead to a more active day-to-day life and increased participation in sports and activities.
		Muscular Endurance	Improving muscular endurance delays the onset of muscle fatigue, helping a person to perform for longer.
		Strength	Improving strength allows a person to lift heavy objects safely. Regular training may also combat the risk of osteoporosis, making bones stronger and less brittle and can fracture. Increased strength of connective tissue reduces risk of injury. Hypertrophy, increased muscle mass, positively influences body composition.

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Physical, Social and Emotional Health, Fitness and Well-being

Questions			
2. Explain how improving each component of fitness through physical activity can positively influence a person's physical health (continued).		Fitness Component	Benefits
		Flexibility	Improving flexibility would help reduce the risk of injury to connective tissues (such as ligaments and tendons) and muscles (which can tear) that results from overexertion or tearing, as it increases the range of motion in joints.
		Agility	Improving agility would help a person move quicker while maintaining balance, which is beneficial for day-to-day activities, sport and exercise.
		Balance	Improving balance can help prevent a fall and thus injury.
		Coordination	Improving coordination helps with overall health. It makes simple tasks, such as copying a dance routine, require coordination.
		Speed	Improving speed means tasks can be performed quicker, saving time but would also improve overall fitness.
		Power	Power allows a person to move faster, speed, allowing a person to complete tasks more efficiently.
		Reaction time	Improving this component helps a person to better react to presenting stimuli.
		Body composition	This component would help a person achieve optimum physical health by ensuring that body fat is kept at a healthy level, reducing the risk of chronic diseases and allowing a person to take part in day-to-day activities.

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Physical, Social and Emotional Health, Fitness and Well-being		Questions	
		3. Define 'emotional health'	This is an aspect of health associated with
		4. Explain how physical activity can improve a person's emotional/psychological health.	<ul style="list-style-type: none"> Being part of a team or group, by signing up to a social circle. This would present opportunities for people to share feelings or issues that they are experiencing. Endorphins are released as a result of exercise. This will help them to feel more positive. This will help them to enjoy exercise. Exercise increases confidence; therefore a person may notice weight loss or increased energy. Sport and exercise can act as a form of 'catharsis' where people 'let it out' during the sport and may leave feeling refreshed. Physical activity can provide a challenge and a sense of achievement. Accept any other suitable answer.
		5. Define 'social health'	This is an aspect of health associated with the way people interact and how they interact.
		6. Explain how joining a sports team can improve a person's social health.	Being part of a sports team gives a sense of belonging and shared backgrounds and, therefore, bringing together people from different backgrounds also forces a group to work together to achieve common goals.
		7. Explain how an individual who does not go to the gym can also gain benefits to their social health.	According to the gym may be less interactive but still have the feeling of belonging, because of the shared environment. At the gym, there also tends to be opportunities to meet people. Therefore, this also presents another opportunity to meet people. A person who joins the gym can attend the same classes. A person who joins the gym can attend and they could, therefore, either go to the gym or not go to the gym.

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Questions											
Physical, Social and Emotional Health, Fitness and Well-being	8. Define 'fitness'.	Fitness means how a person is able to meet									
	9. Define 'well-being'.	This is a person's state of mind that is a ref									
	10. Identify the positive and negative health effects that fitness has on well-being.	<div><div></div><div><p>Positive effects</p><ul style="list-style-type: none">• A healthy weight is achieved; loss of excess• There is a reduced risk of chronic disease such as diabetes / heart disease• The reduced risk of chronic disease and improves longevity• Bone health is improved, reduced risk of osteoporosis/falls/fracture• Body positive: a person is more likely to have increased confidence.• Mood is improved: activity releases endorphins and serotonin• Improved mental health reduces the risk of mental health illness.• Better quality sleep: physical activity is tired, a person is likely to be tired during the exercise, they will be able to fall asleep faster and deeper• A person may be more inclined to eat healthily after they have exercised.</div><div></div><div>Accept any other suitable answer</div></div>									
	11. Promotion of personal health can be achieved by a well-designed personal exercise plan. Identify the four stages of a personal exercise plan and explain the importance of each stage for meeting the needs of the individual.	<table><tr><th>Stage</th><th></th></tr><tr><td>Design/Plan</td><td>Each stage should be tailored to the individual well so exercise is performed safely. A person should perform a fitness test to establish what goals are met in realistic time frames</td></tr><tr><td>Develop</td><td>Developing the plan well is important. It involves principles, deciding where to exercise, what equipment to use</td></tr><tr><td>Monitor</td><td>It is important to monitor the progress of the plan, to see if it is occurring, i.e. is progressive over time</td></tr><tr><td>Evaluate</td><td>It is important to evaluate a person's progress. This would identify if the plan is working</td></tr></table>	Stage		Design/Plan	Each stage should be tailored to the individual well so exercise is performed safely. A person should perform a fitness test to establish what goals are met in realistic time frames	Develop	Developing the plan well is important. It involves principles, deciding where to exercise, what equipment to use	Monitor	It is important to monitor the progress of the plan, to see if it is occurring, i.e. is progressive over time	Evaluate
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Evaluate	It is important to evaluate a person's progress. This would identify if the plan is working										

Questions			
Physical, Social and Emotional Health, Fitness and Well-being	12. Explain how the following lifestyle choices/factors could effect a person's health status. 	Diet	Eating a well-balanced/ <ul style="list-style-type: none"> • A healthy weight, • Healthy body com • High confidence, health • Reduced risk of ill developing health heart disease and
		Fit. level	Healthy activity levels <ul style="list-style-type: none"> • A healthy weight • Confidence • High fitness levels • Protection against diseases, such as C
		Work-life balance	A positive balance that to: <ul style="list-style-type: none"> • Healthy relations • A sense of purpose • A feeling of indepe
		Sleep	Sufficient sleep enable <ul style="list-style-type: none"> • Recover from illne • Recover from day • Rejuvenate cells • Rest • Physical and men

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Questions	
Physical, Social and Emotional Health, Fitness and Well-being	<p>13. Describe the negative consequences of consuming alcohol on a person's health.</p> <p>Drinking, whether it's moderately or excessively, can have a number of negative consequences on a person's health.</p> <ul style="list-style-type: none"> It affects the brain's communication pathways, making it difficult to listen. It increases liver inflammation and liver damage. It impairs coordination and increases the risk of accidents to one's self or others. It weakens the immune system; therefore, a person is more susceptible to illness. It affects a person's mood and emotional health. Alcohol consumption can lead to poor decision-making. It can become addictive and, therefore, lead to alcoholism. <p>Accept any other suitable answer that highlights the negative consequences of drinking.</p>
	<p>14. Identify two ways smoking can impact on the well-being of an individual.</p> <p>Smoking, whether it's moderate or excessive, can have a number of negative impacts on the well-being of an individual.</p> <ul style="list-style-type: none"> It can alter senses, including taste, and smell. It hinders physical appearance, i.e. yellowing of teeth and skin. Inability to exercise at full potential, i.e. shortness of breath, therefore, limiting carrying of oxygen to the body. It affects the well-being of others around them. <p>Accept any other suitable answer that highlights the negative impacts of smoking.</p>

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Topic 1: Health, Fitness and Well-being

1.2 - The Consequences of a Sedentary Lifestyle

Questions		
The Consequences of a Sedentary Lifestyle	1. What is a 'sedentary lifestyle'?	A sedentary lifestyle is a lifestyle which consists of sitting or lying down for long periods of time. It means that outside of sleeping, a person spends most of their day sitting or lying down.
	2. The consequences of leading a sedentary lifestyle are becoming overweight, overfat or obese. Define each consequence.	Overweight This means that a person weighs more than what is considered healthy for their height and age.
		Overfat This means that a person has a high percentage of body fat.
		Obese This means that a person is significantly overweight and has a high risk of health problems.
	3. Using the examples provided, identify which ones are examples of a sedentary lifestyle.	Reading a book <input checked="" type="checkbox"/>
		Going to the gym <input type="checkbox"/>
		Sitting in a restaurant <input checked="" type="checkbox"/>
		Cycling to school <input type="checkbox"/>
	4. Identify nine long-term health consequences a person faces by living a sedentary lifestyle.	1. Increased risk of depression; feeling low
		2. Hypertension (high blood pressure)
		3. Increased risk of weight gain, leading to obesity
		4. Increased risk of diabetes; causing blood sugar problems
		5. Increased risk of osteoporosis; causing bone density loss
		6. Loss of muscle tone; as a result of being inactive
		7. Poor posture, which could lead to aches and pains
		8. Lack of fitness and reversibility of fitness in a sedentary environment (i.e. agility, balance, coordination)
		9. Increased risk of coronary heart disease

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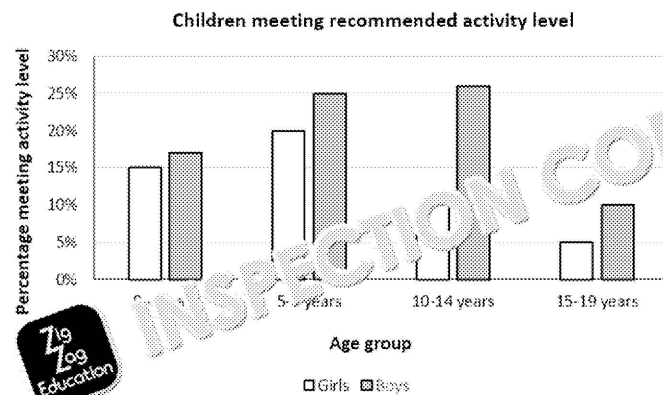
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The Consequences of a Sedentary Lifestyle

Questions

5 **Zig Zag Education** are recommended by the government that children exercise for at least one hour every day. Using the graph provided below, analyse the trends in both girls' and boys' physical activity levels across different age groups.

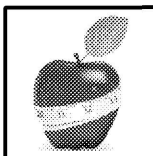


- For girls aged 0–4 years old, 15% for the 5–9 age group, 10% for the 10–14 age group, and 5% for the 15–19 age group (primary school age).
- This decreases to 10% at age 15–19, the age group least likely to meet the recommendation.
- Similarly to girls, boys' activity levels are 17% for the 0–4 age group. Again, this could be due to a more active curriculum.
- This further increases to 26% for the 10–14 age group.
- However, this significantly decreases to 10% for the 15–19 age group.
- Across every age group, boys are more likely to meet the recommendations than girls.
- Girls are more likely to meet recommendations at 10–14 years old.

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Topic 1: Health, Fitness and Well-being

1.3 - Energy Use, Diet, Nutrition and Hydration

Energy Use, Diet, Nutrition and Hydration	Questions	
	1. Name the seven components that make up a healthy balanced diet.	Carbohydrates
		Fat
		Minerals
		Fibre
	2. Which three food groups are macronutrients?	Carbohydrates
	3. To ensure a healthy balanced diet, how much carbohydrate should be consumed?	According to the Committee on Medical Nutrition, 55-65% of total energy should come from total carbohydrate.
	4. List some sources of carbohydrates.	Bread, cereal, pasta, rice, quinoa, couscous
	5. Why would an athlete want to consume carbohydrates before taking part in physical activity / exercise?	They would want to consume plentiful carbohydrates before exercise. Carbohydrates are stored as glycogen in the muscles and liver. During exercise, this is released into the bloodstream and then into the muscles. Carbohydrates are a particularly suitable fuel for endurance events.
	6. Describe carbohydrate loading (Carbo loading) and suggest why an endurance athlete would do this.	An endurance athlete would undergo tapering of carbohydrate consumption over the 7-10 days before the event. This allows the muscles and liver to store more glycogen, so that there is a plentiful supply of glucose in energy stores within the muscles during the event.
	7. To ensure a healthy balanced diet, how much dietary fat should be consumed?	According to the Committee on Medical Nutrition, 15-25% of total energy should come from fat.
	8. List some sources of fat in the diet.	Avocado, cheese, dark chocolate, oily fish

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Energy Use, Diet, Nutrition and Hydration

Questions	
9. Why would a long-distance athlete want to consume dietary fat before taking part in physical activity or exercise?	Fat is the body's biggest energy reserve. The breakdown of fat also requires a great supply of muscles; therefore, aerobic exercise is often referred to as 'fat burning'.
10. To ensure a healthy balanced diet, how much protein should be consumed?	According to the Committee on Medical Requirements of protein a day, and those over 50 years should consume 0.75g per kg of body weight.
11. List some sources of protein in the diet.	Quinoa, buckwheat, soy, eggs, seafood, meat, dairy products.
12. Explain the importance of protein in the diet.	Protein is important in the diet because it is used to build and repair muscles and is converted into glucose when there is a need for energy.
13. Explain why it is important that a power athlete should time their protein consumption well?	Power athletes, such as weightlifters, put a lot of stress on their muscles, causing micro-tears (DOMS). However, when the body repairs these (in size) and, therefore, strength. Therefore, to maximise protein resynthesis, reducing the time it takes for them to return to training or competition is straight after a workout.
14. Vitamins and minerals are important to consume as part of a healthy balanced diet. For each of the vitamins and minerals provided, describe their role in allowing an individual to participate in physical activity and sport.	Vitamin/mineral
	Calcium
	Iron
	Vitamin B1
	Vitamin A
	Vitamin D



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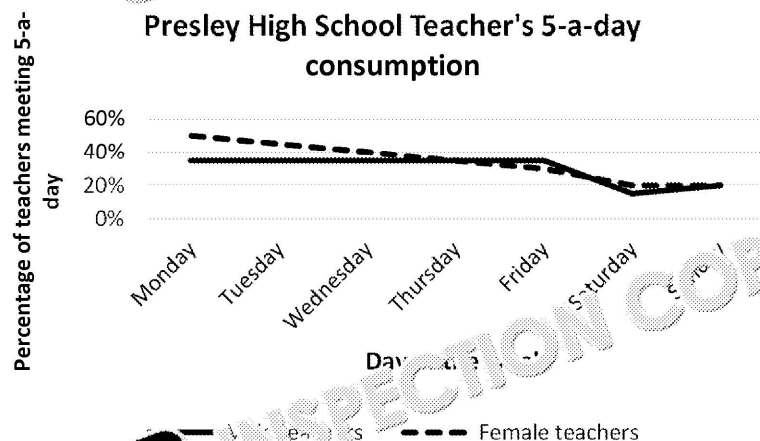


Questions

15. It is recommended that five fruits and vegetables are consumed every day as part of a healthy and balanced diet.

Presley High School wanted to know how many of their teachers reached their five-a-day goal. They used quantitative methods (questionnaire) which asked teachers to record their daily consumption.

Using the table below, explain what the data is showing in regards to Presley High School teachers' meeting their five-a-day goal.



16. Define 'dehydration'.

17. Why is consumption of water important for physical activity and exercise?

• **Male teachers:**

- Male teachers were less likely to meet the five-a-day goal during the working week than on the weekend.
- Males were less likely to meet the five-a-day goal than women during the working week.
- On average, 35% of male teachers met the five-a-day goal.
- Male teachers were less likely to meet the five-a-day goal than female teachers (15%).

• **Female teachers:**

- Female teachers were more likely to meet the five-a-day goal during the working week than on the weekend.
- Female teachers were more likely to meet the five-a-day goal than male teachers during the working week; this might be due to the fact that female teachers are more likely to be health conscious.
- Female teachers' consumption of fruits and vegetables was more likely to meet the five-a-day goal than male teachers.

Dehydration is the loss of body water that impairs the body's ability to function.

- Dehydrated athletes fatigue more quickly.
 - Dehydration leads to decreased performance.
 - Dehydration is associated with a range of health problems, including heat stroke, muscle cramps, and dizziness.
 - Water should be consumed regularly to prevent dehydration.
 - Dehydration inhibits the body's ability to regulate temperature.
 - Hydration maintains blood volume and pressure.
 - Hydration makes it easier to breathe and move.
- Accept any other suitable answer.

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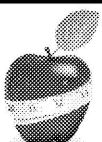


Energy Use, Diet, Nutrition and Hydration	Questions	
	18. Provide three strategies or tips to help a person remain hydrated.	Any three from: <ul style="list-style-type: none"> • Drinking first thing in the morning • Drinking with a meal • Carrying a water bottle around throughout the day • Drinking water before exercising
	19. Name some of the symptoms a person could face if they are dehydrated.	<ul style="list-style-type: none"> • Thirst (dry mouth) • Feelings of 'no energy' • Dark-coloured urine • Headaches • Dizziness
	20. What is dietary fibre?	Dietary fibre is indigestible plant-based material. As it is not absorbed by the body, they are expelled as waste and excreted.
	21. Why should an athlete consume dietary fibre?	An athlete should consume dietary fibre as it passes through the digestive system and is excreted from the body, that are also expelled. As it is not absorbed, therefore, this would help an athlete to maintain a healthy weight and reduce excess fat storage.
	22. List some good sources of dietary fibre in the diet.	<ul style="list-style-type: none"> • Any foods that are wholegrain and bran • Beans and pulses • Jacket potatoes • Porridge and other wholegrain cereals

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Topic 1: Health, Fitness and Well-being

1.3 - Energy Use, Diet, Nutrition and Hydration

Instructions		
Optimum Weight	1. Define 'optimum weight'.	This is the ideal weight that a person has on the sport; taking into consideration
	2. Describe what is meant by 'energy balance'.	Energy balance describes the relationship between energy intake from food and beverages, and the energy that is expended
	3. Write a simple energy balance equation for maintaining the same weight.	Energy in = energy out
	4. Explain how a person's sex/gender affects their optimum weight and state how sex/gender is taken into consideration during sport and physical activity.	A person's optimum weight is affected by a larger and heavier skeleton and also average men tend to be heavier than women. Therefore, this is taken into consideration during sport and physical activity. Males and females are not opponents of the same sex, so males and females are not opponents of the same sex. For example, a male tennis player and a female tennis player.
	5. Explain how a person's height affects their optimum weight and state how height is taken into consideration for sports and activities such as horse racing and gymnastics.	A person's optimum weight is affected by their height. Taller people are heavier than shorter people as a result of their larger skeleton. This is taken into consideration during sport and physical activity. For example, a lightweight athlete, such as a horse racer, is lighter than a heavyweight athlete, such as a boxer, because they're more likely to be heavier and

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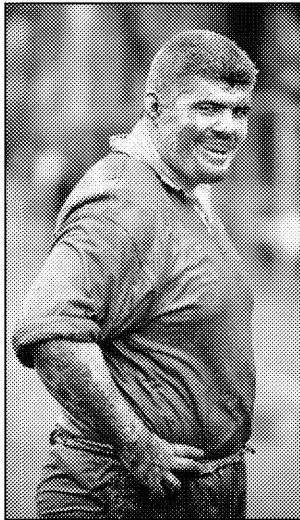


Questions	
Optimum Weight	<p>6. Explain how bone structure affects optimum weight and then argue why high-contact and dangerous sports, such as rugby and skiing, require an athlete to have denser/stronger bones.</p> <p>A person's optimum weight is affected denser as a result of good nutrition (i.e. have an ability to become denser as a</p> <p>With regards to sport and activity; part dangerous element such as skiing, are less likely to fracture or break, in comparison more at risk of fracture or breakage.</p>
	<p>7. Some sports, such as boxing, require athletes to compete at a certain weight category. Discuss whether muscle girth affects optimum weight and how this is taken into consideration during sport and physical activity.</p> <p>A person's optimum weight is affected that a person is likely to have larger muscle mass can make a person slightly heavier. As</p> <p>This is taken into consideration during weight categories, such as boxing. They should monitor what they eat so that it is not stored in the body.</p>
	<p>8. Explain why optimum weight varies for each sport.</p> <p>Optimum weight varies because it is dependent on the sport. Some sports require speed, whereas others require strength.</p>

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Questions		Athlete	
Optimum Weight	 <p>9. Explain how these two athletes are at the optimum weight for their sport.</p>  	 <p>High jumper</p>	 <p>Rugby forward</p>

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Topic 2: Sports Psychology

2.1 - Classification of Skill

Classification of Skills	Questions			
	1. Define a 'skill'.	A skill is a learned, efficient and predetermined outcome.		
	2. Define the basic (simple) / complex continuum and describe the characteristics of basic (simple) and complex skills.	Definition:	This continuum considers how much concentration is required.	
		Basic (simple) skills		
		<ul style="list-style-type: none">A limited number of decisions need to be made (little thought process).These are normally associated with basic skills.High-level athletes can complete basic skills without much thought.		
	3. Give two sporting examples of a basic (simple) skill and two sporting examples of a complex skill.	Basic (simple) skills		
		running / jumping / free throw in basketball / a baseball / any other suitable example		
	4. Define the low organisation / high organisation continuum and describe the characteristics of low organisation and high organisation skills.	Definition:	Continuum that acknowledges the complexity of a skill and how concentrated the performer must be.	
		Low organisation skill		
		<ul style="list-style-type: none">These are usually simple skills.The skill is split into smaller phases.The phases of the skill can be practised separately.		

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Questions			
Classification of Skills	5. Give two sports examples of a low organisation skill and two examples of a high organisation skill.	Low	Swimming, 100 m sprint
		High	Golf swing, cycling, cart
	6. Define the open/closed continuum and describe the characteristics of open and closed skills.	Definition	Continuum that acknowledge performance
		Open skills	
		<p>These skills are externally paced. The environment can be unpredictable.</p> <ul style="list-style-type: none"> Skills may need to be altered to suit the environment or stimulus'. 	
	7. Categorise the following examples as either open or closed skills.	High jump	
		Retuning a badminton ser	
		Making a rugby tackle	
		Javelin throw	
		Making a slide tackle in foot	
	8. Describe what is meant by 'fixed practice'.	Archery	
		Fixed practice is where repeated practice	
	9. Describe the benefit of fixed practice.	Athlete's full attention is given to learning; environment does not change; therefore,	

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Classification of Skills	Questions	
	10. Give an example of fixed practice.	Tennis serve; badminton serve; basketball suitable answer
	11. Describe what is meant by 'variable practice'.	Variable practice is where the athlete would
	12. Name one benefit of variable practice.	It may reduce pressure/anxiety/arousal as variety of settings. / The athlete would be outdoors during training. / The athlete would for variation, i.e. a coach introduces restriction
	13. Give an example of variable practice.	A professional tennis player would train on throughout the year; indoor court, grass court
	14. Using a relevant example, describe massed practice.	Massed practice is where an athlete would repeatedly learning how to perform a particular
	Advantages	
	15. Evaluate massed practice as a method for learning a new skill.	<ul style="list-style-type: none"> When a skill is continually repeated, the skill could be learned more consistently. It can improve a person's confidence. When they have learned they will be confident that they have accomplished the skill. It is less overwhelming to focus on one skill. The skill is learned even when the learner is tired. This would be beneficial as they could learn the skill while they are tired in a game.

Questions			
Classification of Skills	16. Which practice structure are most suitable for athletes with breaks in training and rest? Tick the correct answer.	Distributed practice	
		Massed practice	
	17. Name one benefit of distributed practice.	<ul style="list-style-type: none"> Athletes are given planned breaks which <ul style="list-style-type: none"> Refuel Rehydrate Stretch There are opportunities for feedback from The coach could use players to get together Accept any other suitable answer.	
	18. Give an example of distributed practice.	A netball team who are one hour into their training the coach verbally gives tips on how the skill can be improved.	
	19. From the sporting examples provided, state the classification(s) of skill and then state which practice structure(s) would be best for learning the sporting skill. Justify your choices.	Sporting example Running 10 miles	Classification of skill <ul style="list-style-type: none"> Basic (simple) Low organisation Closed
		Justification for choices	Basic (simple) because the skill is simple to learn. Low organisation because the environment is controlled. Closed because the skill is performed in a specific environment. Variable practice because of settings that change with weathers and a different environment. Massed practice because the 10 mile run does not stop and is continuous.

Classification of Skills	Questions	
	<p>19. For the follow sporting examples provided, state the classification of skill and then state the practice structure(s) you would use for learning the sporting skill. Justify your choices. (Continued)</p>	<p>Sporting example</p> <p>Sprint start</p>
		<p>Classification of Skill</p> <ul style="list-style-type: none"> • Basic (simple) • Low organisation • Closed
		<p>Justification for choices</p> <p>Basic (simple) because of organisation because the environment doesn't change.</p> <p>Fixed practice is most appropriate until confidence or skill is established.</p> <p>Distributed practice is most appropriate to provide feedback very often in the next drill.</p>
		<p>Sporting example</p> <p>Hockey penalty shot</p>
		<p>Classification of skill</p> <ul style="list-style-type: none"> • Basic (simple) • High organisation • Closed
		<p>Justification for choices</p> <p>Basic (simple) because of organisation because the environment is closed because the ball is in play.</p> <p>Fixed practice is most appropriate by completing drills until the skill is established.</p> <p>Massed practice is most appropriate to provide feedback very often in the next drill. Break down the skill into parts.</p>

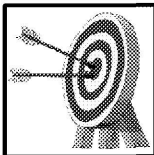
Questions			
Classification of Skills	<p>19. For the follow sporting examples provided, state the classification(s) of skill and then state which practice structure(s) would be best for learning the sporting skill. Justify your choice. (continued)</p>	Sporting example	Basketball three-point shot
		Classification of skill	<ul style="list-style-type: none"> • Basic (simple) • High organisation • Open
		Justification for choices	<p>Basic (simple) because it is a simple skill.</p> <p>organised because it is a team sport.</p> <p>open because the environment can change and the player has to react to the ball.</p> <p>Fixed practice is most appropriate as it is repeated without change.</p> <p>Variable practice is most appropriate as it includes different settings that can include different opponents.</p> <p>Massed practice is most appropriate as it is repeated, which is what most sports are.</p> <p>Distributed practice is most appropriate as it provides feedback very often in the next drill.</p>

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Questions			
Classification of Skills	<p>19. For the follow sporting examples provided, state the classification of skill and then state the practice structure(s) you would use for learning the sporting skill. Justify your choices. (Continued)</p>	Sporting example	Gymnastics: pommel horse
		Classification of skill	<ul style="list-style-type: none"> • Complex • Low organisation • Closed
		Justification for choices	<p>Complex because it requires a high level of skill and coordination.</p> <p>Low organisation because the skill is performed in a single, continuous movement.</p> <p>Fixed practice is most appropriate as the skill is performed in a specific, unchanging environment.</p> <p>Massed practice is not suitable as the skill requires a high level of concentration and focus.</p> <p>Distributed practice is not suitable as the skill requires a high level of concentration and focus.</p>



Topic 2: Sports Psychology



2.2 – Goal Setting and SMART Targets


Instructions			
Goal Setting and SMART Targets	 1. In what ways does goal setting help to optimise performance?	Any performer, be it professional or novice, will benefit from goal setting. <ul style="list-style-type: none">• Increased motivation• Increased determination• Increased desire• Attainable achievements• Meeting individual needs• Improved discipline for having to work to a goal• Improved preparation, i.e. before the Olympic Games, a coach will have a plan in place before the competition begins• Allowing time to analyse current abilities and set a target• Allow for any other suitable answer.	
	 2. Goals can be set using the SMART targets. Fill in the missing targets and describe each principle of SMART, used to improve performance.	Specific	Goals should be specific and measurable. For example, by the end of the season, the athlete should have improved their 100m sprint time by 0.5 seconds.
		Measurable	Goals should be measurable. For example, by the end of the season, the athlete should have improved their 100m sprint time by 0.5 seconds.
		Achievable	Goals should be achievable and not impossible. For example, a goal to improve 100m sprint time by 1 second in one week is not achievable.
		Realistic	The athlete should set a realistic goal. For example, a diver would need to be a professional diver to set a goal to win the Olympic gold medal.
		Time-bound	There should be a time limit for the goal. For example, a goal to improve 100m sprint time by 0.5 seconds in one week is not realistic.

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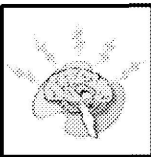
Questions			
Goal Setting and SMART Targets	<p>3. Give examples of how the SMART principles could be applied to a ball player to optimise their performance.</p> 	Principle	
		Specific	Improving their example
		Measurable	Counting the number of failed
		Achievable	Aiming for at least
		Realistic	The athlete has courts, balls, net
	<p>4. Give examples of how the SMART principles could be applied to a tennis player to optimise their performance.</p> 	Time-bound	Coach setting a any other suitable
		Principle	
		Specific	Improving accuracy
		Measurable	Counting the number the selected box any other suitable
		Achievable	Improving serve
		Realistic	Ensuring they have and racquets), a judge / any other
		Time-bound	Reducing the number which should co

	Questions	
Goal Setting and SMART Targets	 <p>5. Explain the importance of setting and reviewing targets in order to improve and/or optimise a performance.</p>	<ul style="list-style-type: none"> • It is important to set targets so that a coach can identify the training method which needs to be put in place. • The importance of reviewing targets is to ensure they are being improved, which can be monitored by a coach. • It allows coaches and athletes to set new targets. • This contributes to optimising performance by identifying areas that need improving, which can contribute to overall improvement before identifying the next weak area. • Reviewing the success (or lack of success) of targets. <p>Accept any other suitable answer.</p>

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Topic 2: Sports Psychology

2.3. – Guidance and Feedback

Guidance and Feedback	Questions	
	1. Define 'manual guidance'.	Manual guidance occurs when someone uses
	2. When should manual guidance be used?	Manual guidance should be used to increase
	3. Give a sporting example of manual guidance.	When a child learns to perform a somersault on their hands on their backs and aiding rotation
	4. Define 'mechanical guidance'.	Mechanical guidance is the use of equipment
	5. Give three examples of mechanical guidance.	<ul style="list-style-type: none"> Swimming floats Safety harnesses in gymnastics/diving Scrummaging machines in rugby <p>Or other suitable answer</p>
	6. Name the benefits and limitations of mechanical and manual guidance.	<p>Benefits</p> <ul style="list-style-type: none"> They increase safety. They are beneficial for beginners with little experience. Complex routines/skills can be learnt (e.g. gymnastics). They can be used to improve technique. They allow a skill to be learnt that would be impossible without mechanical guidance. Confidence is increased as complex skills can be completed. They allow a person to understand how they should feel (kinaesthetic awareness).



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Questions	
Guidance and Feedback	7. Define 'verbal guidance'.
	An external person (to the performer) giving verbal guidance.
	Beginner Verbal guidance can be given pre, post and during performance. Verbal guidance can be used to supplement visual guidance, especially for beginners. For beginner athletes, instructions given as verbal guidance should be clear and concise to avoid confusion. Accept any other suitable answer.
	8. Describe how and when verbal guidance should be given to performers of different abilities.
	9. Define 'visual guidance'.
	Visual guidance is when a performer watches or observes a skill being performed.
	<ul style="list-style-type: none"> • DVDs/videos • Slow-motion videos (for technique) • Watching a high-ability athlete perform a skill • Watching a coach give a demonstration in person • Pictures Any other suitable example
	10. Give three examples of visual guidance.
	11. Describe how effective visual guidance should be given to beginners.
	<ul style="list-style-type: none"> • For beginner athletes, visual guidance should be used to supplement verbal guidance. • Guidance should also not go into too much detail. • Visual guidance can be used to supplement verbal guidance.

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Questions		
Guidance and Feedback	 <p>12. Evaluate the use of verbal and visual guidance in sport.</p>	<p>Verbal guidance</p> <ul style="list-style-type: none"> The coach can specify improvement. The coach can praise performance. The level of detail for the subject (e.g. simple instructions can have detailed feedback). It highlights key areas.
		<p>Visual guidance</p> <ul style="list-style-type: none"> Visual guidance can be used e.g. video footage, images. It helps beginners to see what they should look like. It is effective when used with verbal guidance. It can be used to identify technique and to correct it.
	 <p>13. Define 'intrinsic feedback' and 'extrinsic feedback' and give a sporting example specific to each to describe each.</p>	<p>Intrinsic</p> <p>The feedback regarding performance comes from the player themselves, e.g. how they feel about how a skill, movement or performance went during the activity.</p>
		<p>Extrinsic</p> <p>The feedback regarding performance comes from an external source, i.e. from a teammate, friend or coach.</p>

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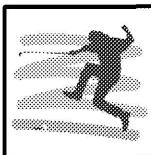
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Questions	
Guidance and Feedback	<p>14. Explain why a novice would not be able to provide themselves with intrinsic feedback.</p> <p>15. Give a sporting example of intrinsic feedback in rugby.</p>
	<p>16. Give a sporting example of extrinsic feedback.</p>
	<p>17. Justify why an elite athlete may seek either intrinsic or extrinsic feedback during a match.</p>
	<p>18. Using the examples provided, state whether they are examples of intrinsic or extrinsic feedback.</p>
	<p>Sport</p> <p>A sprinter adjusting their blocks after a race</p> <p>A high jumper lifting their hips higher than their previous jump</p> <p>A coach telling a long jumper to adjust their take-off</p> <p>A basketball player adjusting their height to shoot</p> <p>The captain telling the rugby team to pass the ball</p> <p>The umpire issuing a rugby player with a yellow card</p>

Questions																		
Guidance and Feedback	<p>19. State the type of feedback the statement is describing.</p> <p>Feedback is given extrinsically, i.e. not on replay with the discuss key points</p> <p>A marathon runner slow their pace down and speed to maintain</p>																	
	<p>20. The graph shows the times of Jessica's 100m hurdle races across an athletic season. In October, Jessica received external feedback from a professional athlete. What effect does this have on Jessica's performance for the rest of the season?</p> <p>Jessica's 100m hurdle times</p> <table border="1"> <thead> <tr> <th>Month during season</th> <th>Time (seconds)</th> </tr> </thead> <tbody> <tr> <td>September</td> <td>70</td> </tr> <tr> <td>October</td> <td>71</td> </tr> <tr> <td>November</td> <td>68</td> </tr> <tr> <td>December</td> <td>67</td> </tr> <tr> <td>January</td> <td>67</td> </tr> <tr> <td>February</td> <td>67</td> </tr> <tr> <td>March</td> <td>65</td> </tr> <tr> <td>April</td> <td>63</td> </tr> </tbody> </table> <p>The graph suggests improvement for Jessica's performance. After October, her times were lower (faster) than in November. There was a slight improvement in her times. Jessica's times improved over the season.</p>	Month during season	Time (seconds)	September	70	October	71	November	68	December	67	January	67	February	67	March	65	April
Month during season	Time (seconds)																	
September	70																	
October	71																	
November	68																	
December	67																	
January	67																	
February	67																	
March	65																	
April	63																	



Topic 2: Sports Psychology

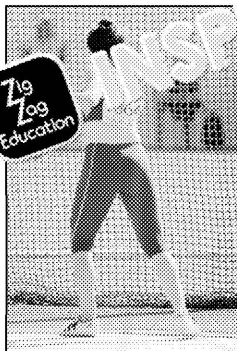
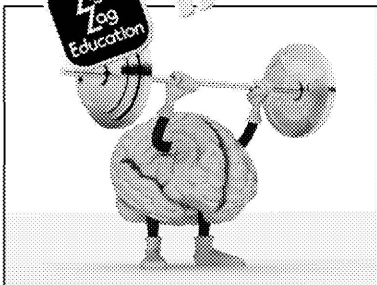
2.4 – Mental Preparation for Performance

Mental Preparation for Performance	Questions	
	1. Define a 'psychological warm-up'.	The act of mentally preparing for an upcoming optimum with minimum distraction
	2. Why would an athlete mentally prepare before an Olympic event?	<ul style="list-style-type: none"> • They would want to mentally prepare themselves ahead. • They will want to eliminate distractions, improve performance, such as drowning out a 'booster'. • This will enable the athlete to spend all their time on the task. • Mental preparation helps an athlete to control the outcome of their ability. • It can help athletes to improve technical skills in their head before performing them. • This can increase confidence as they control the outcome. Accept any other suitable answer.
	3. Describe two examples of how an athlete mentally prepare before a sporting competition.	Any two of the following: <ul style="list-style-type: none"> • Positive self-talk – giving themselves positive feedback. • Listen to loud upbeat music to reach optimum performance. • Listen to calming music in order to reduce anxiety. • Mental rehearsal – a mental picture of what they will do. Accept any other suitable answer
	4. List two examples of what could hinder an athlete's psychological warm-up.	Any two of the following: <ul style="list-style-type: none"> • Worrying about the crowd • Worrying about the opponent • Having an argument with a teammate • Having not slept well the night before Accept any other suitable answer.
	5. Define 'mental rehearsal'.	The act of cognitively preparing for an upcoming skill, movement or play inside the mind, without physically moving.
	6. Explain how a diving athlete would perform mental rehearsal before their event.	They would want to feel mentally prepared; they would be physically moving, their brain and body will learn what to do before the physical action. This would help them to perform better.

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	Questions	Answers
Mental Preparation for Performance	<p>7. Give an example of how a discus thrower could prepare for their event by using mental rehearsal.</p> 	<p>For example, the discus thrower could stand in the design, hold the discus up, then imagine themselves positioning their body in the right direction, stepping in the right direction, spinning and then imagine themselves getting an impressive distance.</p> <p>Accept any other suitable answer that describes process of mental rehearsal.</p>
	<p>8. List the benefits of mental preparation for performance.</p> 	<ul style="list-style-type: none"> • Increased confidence • Helps to control the optimal arousal levels • Increased focus on task • Increased excitement • Team bonding (if team sport and preparing together) • Reduced nerves • Learning what to expect from the event <p>Accept any other suitable answer relating to mental preparation.</p>

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Topic 3: Socio-cultural Influences in Sport and Physical Activity

3.1 - Engagement Patterns of Different Social Groups in Physical Activity

Engagement Patterns of Different Social Groups in Physical Activity and Sport	Questions	
	1. What is a 'social group'?	A social group is a collection of people who hold
	2. Define 'culture'.	A culture is a group of people that share a sense
	3. Describe how the following factors may affect participation of women in sport.	Attitudes The activities that men do are different from women's activities, e.g. women may not be interested in certain sports. Additionally, for some women, sport may be seen as a waste of time, or they may not have the opportunity to take part in sport.
		Role models The lack of media coverage of women's sport means that there are fewer role models for women to look up to.
		Accessibility There may be a lack of facilities for women's sport, particularly in rural areas (villages / small towns).
		Media coverage Female sport receives less media coverage than male sport, which coincides with a lack of interest in watching women's sport. This means that women should not take part in sport as they will not be seen.
		Gender stereotyping Gender stereotyping is when people are judged based on their gender. Some people believe that women should not be involved in sport, and this is continuing to impact on their participation in these sports, due to the lack of role models and media coverage. This means that women are less likely to participate in less physically demanding sports.
		Self-confidence It has been suggested that women are more likely to attend sport if they have a good self-image. Women with little self-confidence may not be motivated to improve their fitness levels / weight, which means they are less likely to 'putting' for them to take part in sport.

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Engagement Patterns of Different Social Groups in Physical Activity and Sport	Questions	
	Family commitments	In modern times, the family has fewer opportunities to be physically active. Parents are burdened with the responsibilities of their children, sports clubs, and, therefore, have less time to engage in physical activity.
	Leisure time	In the past, women generally had more leisure time at home to cook, clean, and do other household chores, which made them more able to participate in physical activity.
	Education	The compulsory inclusion of physical education for both genders in schools and universities has increased the opportunities for physical activity. However, the curriculum was not suitable for women's needs and interests.
	Disposable income	The wage gap between men and women has increased the opportunities for women to engage in physical activity. The wage gap between men and women has increased the opportunities for women to engage in physical activity.

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Engagement Patterns of Different Social Groups in Physical Activity and Sport





Questions	
<p>4. Complete the table, describing how the participation of people of different ages is influenced by the following factors.</p>	<p>Media coverage</p> <p>Most media coverage focuses on individuals from particular backgrounds who are seen to be exercising and instead of encouraging more people to be active.</p>
	<p>Stereotyping</p> <p>Stereotypes about active people being active. For example, older people are still physically active and require more physical activity to stay fit.</p>
	<p>Family commitments</p> <p>Older individuals may have grandchildren, which reduces their time for physical activity.</p>
	<p>Leisure time</p> <p>The young and old are both active in their leisure time. Additionally, most schools have sports facilities.</p>
	<p>Disposable income</p> <p>Young people may not have the fees for teams and may not necessarily have the equipment to participate in sports.</p>
	<p>Physical ability</p> <p>Physical health tends to decline as a person gets older. This may prevent them from taking part in sport and activities. Additionally, older people may have injuries, and, therefore, may not be able to participate in physical activity.</p>

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Engagement Patterns of Different Social Groups in Physical Activity and Sport

Questions	
<p>5. Describe any other factors that may affect participation in people of different ages.</p> 	<p>Attitudes – Some elderly people do not co</p> <ul style="list-style-type: none"> • Role models – Most role models are young • Accessibility – It can be harder for elderly to transport. • Familiarity – If people have participated in part when they're older. • Adaptability – Sports can be adapted in or
<p>6. Peter has a physical disability but loves playing wheelchair tennis.</p> <p>Name and describe the factors that might influence Peter's participation in sport.</p>  	<ul style="list-style-type: none"> • (Attitudes) Some disabled people may not may not feel that disabled people are phys • (Role models) Some sports have a lack of increased the number of disabled role mod • (Accessibility) Some facilities do not have • (Media coverage) Disabled sport receives less than they not know some sports exist. • (Stereotyping) Stereotypes about what sports taking part in physical activity. These stereotypes meet the needs of disabled participants. • (Family commitments) Some disabled individuals to participate in physical activities. • (Leisure time) A disabled athlete's leisure to participate. • (Familiarity) Individuals who acquire a disability participation in sport. • (Education) If people are educated about curriculum does not cater for disabled athletes • (Disposable income) If a disabled person is participate in sport. • (Adaptability) – Sports can be adapted in or courts or a slower ball to allow Peter
<p>7. Explain how a person's socio-economic status influences sport physical activity participation.</p> 	<ul style="list-style-type: none"> • It is costly to join a sports team (weekly or • It can be costly to buy equipment. • Transportation costs money. • Those with a higher income are likely to have • Affluent areas are more likely to have better • Some sports (tennis, polo, horse-riding) can with participating, and this may prevent so <p>Accept any other suitable answer</p>

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Questions	
<p>Engagement Patterns of Different Social Groups in Physical Activity and Sport</p> <p>8. Describe how the following factors may influence sports participation in people from different races, ethnic cultures or religions.</p>	Attitudes
	Racial discrimination in races' involvement in the sport.
	Role models
	Sport has seen an increase in participation in those sports with few black swimmers.
	Accessibility
	Restrictions, such as not allowing participation in sport or to be separate, and some sports.
	Media coverage
	Sports that do not receive high participation rates of all groups.
	Stereotyping
	The stereotypical idea of trying different sports.
	Culture
	Traditional views, such as some sports. However, women who need to cover up.
	Family commitments
	Some cultures value sports less time available to be involved.
	Leisure time
	Some individuals may have commitments, such as school or work.
	Adaptability
	Some sports make rules being allowed to cover up.

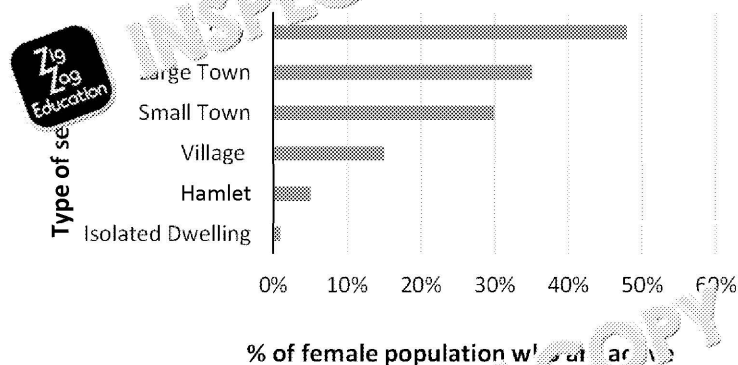
Engagement Patterns of Different Social Groups in Physical Activity and Sport

Questions

9. The following bar chart demonstrates the percentages of women living in different settlement types who are physically active.

- Identify the settlement in which women are most likely to be active.
- Explain some possible reasons why women from answer a, are more likely to be active in comparison to the least active women.

Percentage of women who are active



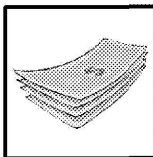
a) Women living in a city

- Possible reasons:
 - A city has better facilities.
 - A city is more accessible.
 - A city is more populated, therefore there will be more people to join in.
 - A city will have more facilities, therefore it will be more enjoyable.
 - A city is more likely to have a result of more people joining due to hosting events.

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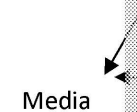


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Topic 3: Socio-cultural Influences in Sport and Physical Activity

3.2 – Commercialisation of Physical Activity and Sport

Commercialisation of Physical Activity and Sport	Questions	
	1. Define 'commercialisation'.	Commercialisation involves individuals or organisations.
	2. Define 'sponsorship'.	Sponsorship is the use of a sporting team to advertise a product or service.
	3. Define 'media'.	Media is defined as the numerous outlets that are used to disseminate information (radio, television, newspapers).
	4. Explain the 'golden triangle'.	 Media
	5. Explain the relationship between sport and the media in the context of commercialisation of sport.	<ul style="list-style-type: none">The media has recognised sport as a potential source of revenue and can generate millions of viewers. By broadcasting live events, the media can generate significant revenue.The media can influence the timings and the structure of competition.Sport is available on some media outlets 24/7.Sport uses funding from the media's broadcast rights.Low-profile sports get less attention; high-profile sports get more attention.The media propels athletes of some sports to stardom and improves the sport's credibility and popularity.

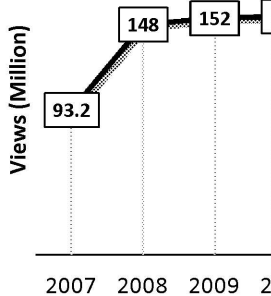
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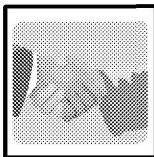
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Commercialisation of Physical Activity and Sport	
Questions	
<p>6. Explain the relationship between sport and sponsorship in the commercialisation of sport.</p>	<ul style="list-style-type: none"> Sponsors use sport as a platform for advertising to people. Therefore, the brand becomes well known. Sport uses funding from sponsorship to improve numerous factors within the sport. Continued sponsorship provides stability for the sport to improve.
<p>7. Explain the relationship between sponsorship and the media in the commercialisation of sport.</p>	<ul style="list-style-type: none"> Sponsors use the media to advertise their products during advertising breaks. Therefore, the more media coverage, the more sponsorship. Media receives funding from the sponsors.
<p>8. Give three examples of sponsorship a team may receive.</p>	<p>Accept other suitable answers:</p> <ul style="list-style-type: none"> Finance Facilities Equipment Kit (clothing, etc.)
<p>9. Describe the positive and negative effects commercialisation and the media have on the sports performers.</p>	<p>Positive</p> <ul style="list-style-type: none"> Increased finance means performers have better facilities and equipment, improving their performances. Athletes can use sport / their status as a paid job to help them aid the community. Role models emerge from sport. Performers can make a career in the years after their active sports careers (e.g. commentary, punditry). Funding is available for better coaches to improve performance. There is more money to support grass roots sports. <p>Accept any other suitable answer.</p>

Questions	
Commercialisation of Physical Activity and Sport	<p>10. Describe the positive effects media and sponsorship have on audiences and spectators.</p> <ul style="list-style-type: none"> • More income for clubs means a better standard of living for players. • Financial backing can lead to better stadiums and facilities. • Larger capacity stadiums allow more people to watch live matches. • Replay means that a match can be watched again. • Media and replay mean that sports from all over the world can be watched. • Media coverage of statistics and analysis adds to the interest in the sport. • There are more opportunities for spectators to meet players. • Coverage of how the team or a player is doing can encourage them to perform better.
	<p>11. Describe the negative effects media and commercialisation can have on spectators.</p> <ul style="list-style-type: none"> • Live match tickets are more expensive. • Television rights on pay-per-view or subscription can be costly. • Spectators may be more inclined to watch sports on television rather than in person. • It may encourage a person to become more sedentary behaviours.
	<p>12. Describe the positive and negative effects media and commercialisation have on the sport.</p> <p>Positive</p> <ul style="list-style-type: none"> • There is increased funding/income for sports clubs and athletes. • They allow money to reach grass roots participation. • They increase performance standards for future generations. • There is increased media interest. • There are increased prize funds. • There are more role models and ambassadors. • Sports that are deemed less popular may become popular and attract different people. • They increase awareness of disabled sports and various Paralympic games that may encourage disabled people to try the sport locally. • They share the ethos of sport and inspire people to try something new or become more active. <p>Accept any other suitable answer.</p>

Questions												
Commercialisation of Physical Activity and Sport	<p>13. Describe the advantages of commercialisation and the effect on companies and athletes.</p>	<p>Sponsors can pay to have their brand name / logo on the kit, which can lead to an increase in sales and profit. Furthermore, if a company is seen as trustworthy etc.</p>										
	<p>14. Describe any drawbacks of sponsorship and media to the athletes and sponsors?</p>	<p>Sponsoring a sports team can cost a lot of money. If a team has bad performances or if caught in a bad situation, the sponsor can be in a negative light.</p>										
	<p>15. To the left is a graph which states the total number of US viewings for their Super Bowl from 2007–2017.</p>	<p>U.S. Super Bowl Viewings (Million)</p>  <table border="1"><thead><tr><th>Year</th><th>Views (Million)</th></tr></thead><tbody><tr><td>2007</td><td>93.2</td></tr><tr><td>2008</td><td>148</td></tr><tr><td>2009</td><td>152</td></tr><tr><td>2010</td><td>155</td></tr></tbody></table>	Year	Views (Million)	2007	93.2	2008	148	2009	152	2010	155
	Year	Views (Million)										
	2007	93.2										
2008	148											
2009	152											
2010	155											
<p>i) Analyse the graph to identify the changes in media views of the Super Bowl between 2007 and 2008.</p>	<ul style="list-style-type: none">• In 2007 there were 93.2 million views.• This increased to 148 million just one year later.• This is an increase of 55 million views. <p>Accept any other suitable answer</p>											
<p>ii) Explain possible reasons for the increase in popularity of the Super Bowl.</p>	<ul style="list-style-type: none">• Increased media outputs: in 2007, Facebook was not as popular as it is now and could now be accessed using a mobile phone.• There have been year-on-year increases in media output (e.g. TV and online viewing figures).• Super Bowl half-time shows have been popular and, therefore, have attracted their own fan base.• Increased media output (e.g. TV and online) has led to increased viewing figures. <p>Accept any other suitable answers.</p>											



Topic 3: Ethical and Socio-cultural Influences in Physical Activity

3.3 - Ethical and Socio-cultural Issues in Physical Activity and Sport

Ethical and Socio-cultural Issues in Physical Activity and Sport	Questions	
	1. Define 'sportsmanship'.	Sportsmanship is the respect given to the game and the qualities of fairness and being gracious in defeat.
	2. Give a sporting example of sportsmanship.	Shaking hands at the beginning and end of a match.
	3. Define 'gamesmanship'.	Gamesmanship is pushing the boundaries of the rules to gain an advantage.
	4. Give a sporting example of gamesmanship.	A winning rugby team purposely taking time up during a match, therefore, preventing the other team from playing.
	5. For the following sporting scenarios, identify whether gamesmanship or sportsmanship is being demonstrated.	<div>Scenario 1: A tennis player tells their opponent that the ball is out, but the umpire calls it in. The player then complains to the umpire that their opponent's shot landed in court.</div> <div>Scenario 2: A goalkeeper on the leading side in football deliberately takes longer than usual to take a free kick, to stop the clock.</div>

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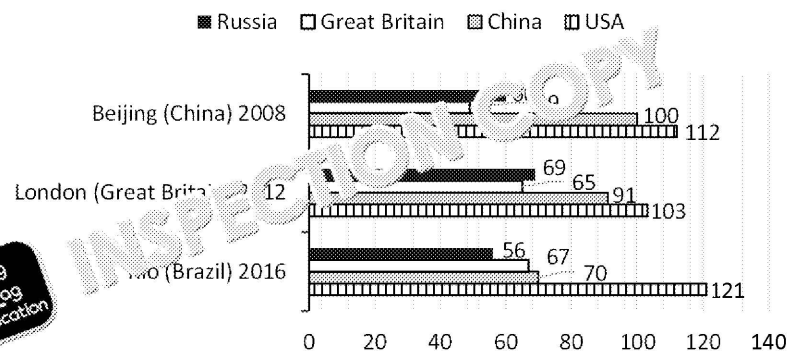
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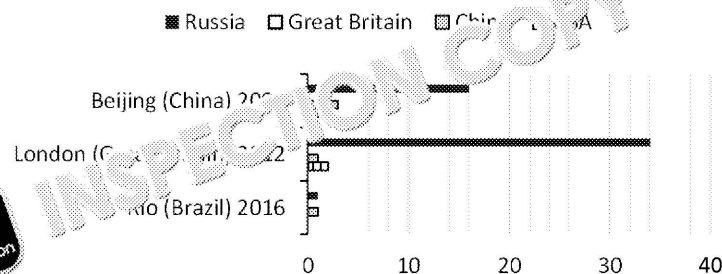
Ethical and Socio-cultural Issues in Physical Activity and Sport	Questions	Scenarios
	5. Identify whether gamesmanship or sportsmanship is being demonstrated (continued).	<p>A wicketkeeper 'sledges' the batsman and the batsman loses concentration and feels nervous.</p> <p>A footballer goes down injured but the referee doesn't blow for a foul and play continues. However, a player on the other team sees the injured player and kicks the ball out of play so they can receive treatment.</p>
	6. Define 'deviant behaviour'.	Behaviour that is not acceptable or is in a way that does not reflect values.
	7. Give a sporting example of deviant behaviour.	Aggressive behaviour towards an opponent; using foul play. Accept any other suitable answer.
	8. Suggest two possible reasons that may influence an elite athlete to display deviant behaviour.	Any two from the following: <ul style="list-style-type: none"> Frustration at the result Frustration with own performance Witnessing an opponent displaying deviant behaviour Pressure that this is their only source of income Playing in local derbies or against an opponent Any other suitable answer
	9. Identify the consequences an elite athlete may face both on and off the pitch after displaying deviant behaviour during a match, game/event.	Any from the following: <ul style="list-style-type: none"> Sent off the pitch (i.e. rugby sin bin) Disqualified (i.e. runner going into another team's half) Verbal and/or physical abuse by opposition Penalty awarded to opposition, potentially leading to a goal Being banned for life and, therefore, losing the right to play Loss of fans and damaging a reputation Being fined by the national governing body Accept any other suitable answer.

10. The two graphs below show the number of medals won by the top four countries at the 1952, 1960, 1964, 1968, 1972, 1976, 1980, 1984, 1988, 1992, 1996, 2000, 2004, 2008, 2012, 2016, 2020 and 2024 Olympic games and the number of suspended athletes as a result of doping of the same

Total number of medals won at the last three olympics by the top four countries



Total number of athletes disqualified during games of the countries who gained the most medals



- The U.S. table 112 in
- In London, Olympic of ath
- Great disqu
- Russia Olympic athlet
- 2016
- Russia Olympic
- Great in 200 game
- China in 20 one

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