



Topic Tests for IGCSE (9–1) PE

Paper 1: Theory

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Teacher's Introduction

This resource comprises 22 topic tests covering the theory paper of the Cambridge IGCSE® 9–1⁰⁹⁹⁵ Physical Education syllabuses 2019–2021 and 2022–2024. It is split into the four topics that comprise the specification, with each test containing questions that cover all content.

Each topic test starts with either quick, short-answer questions or fun, basic activities that ensure the core fundamental ideas of each topic are understood by the student. This also provides an initial opportunity for students to identify which areas they least understand and may need to revisit during revision. Questions then increase in difficulty and culminate with either longer, essay-style questions or detailed activities, which are both engaging and help consolidate learning. A range of question styles have been used to expose students to different question types and to give variety, as well as providing plenty of practice with questions in an exam-style format. For example, each topic test contains visual aspects such as diagrams and pictures as well as more conventional short, exam-style questions. This resource also provides opportunities throughout for students to apply their knowledge to situations in sport or physical activity, as well as develop their data-handling skills such as drawing graphs and performing calculations.

Tests range from 19–46 marks and should take no longer than 45 minutes each to complete. (Some tests may total slightly more marks due to the amount of content for that topic.)

These tests are provided in a write-on format to make them easy to use in class or for homework. Mark allocations and answers are provided to help with marking.

Topic Test	Specification Reference	Total Marks
1. Anatomy and Physiology		
1.	The Skeletal System	40
2.	The Muscular System	31
3.	The Cardiovascular and Respiratory Systems	40
4.	Aerobic and Anaerobic Respiration and Recovery	23
5.	Short-term and Long-term Effects of Exercise	19
6.	Simple Biomechanics (Force and Levers)	32
2. Health, Fitness and Training		
7.	Health and Fitness	19
8.	Diet and Energy Sources	30
9.	Components of Fitness and Fitness Testing	46
10.	Principles of Training	22
11.	Methods of Training	41
12.	Warming Up and Cooling Down	19
3. Skill Acquisition and Psychology		
13.	Characteristics and Classification of Skill	31
14.	Simple Information Processing	23
15.	Guidance, Feedback and Stages of Learning	28
16.	Goal-setting	23
17.	Motivation, Arousal, Anxiety, Personality and Relaxation Techniques	32
4. Health, Fitness and Training		
18.	Leisure, Recreation, the Growth in Leisure Activities and Sports Development	34
19.	Sponsorship, the Media, Global Events, Professionalism and Technology	43
20.	Factors Affecting Access and Participation in Physical Activities	24
21.	Sportsmanship, Gamesmanship and Performance-enhancing Drugs in Sport	39
22.	Risk Assessments and Sports Injuries	35

February 2021


1. The Skeletal System

1. i) Name the **two** bones that form the shoulder joint shown in the figure on the right.

A

B

ii) Name the bone shown as the collar bone.



iii) Name the **three** bones identified in the hand on the right.

A

B


C

A —

B —

C —

2. i) Complete the sentences below with the names of the bones that form synovial joints.

a) The elbow joint is made up of the bones in the forearm, known as the  _____, along with the bone that forms the upper arm.

b) The knee joint is formed from the shinbone, known as the _____ thighbone, known as the _____.

ii) All the bones mentioned in part i) are classified as the same type of bone.

State the classification of bones identified in part i).

.....



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3. State the functions of the bones below and the type of joint (fibrous, cartilage) they are formed.

i) **Ribs**

Function:

Type of joint:

ii) **Cranium**

Function:

Type of joint:

4. i) Name the bone identified in the image of the foot, and state its classification.

Bone:

Classification:

(2 marks)

ii) Name the bone that forms the hip joint as shown in the image on the right, and state its classification.

Bone:

Classification:

(2 marks)

5. i) State the type of synovial joint at the shoulder.

.....

ii) Explain **one** advantage and **one** disadvantage of this type of joint over the

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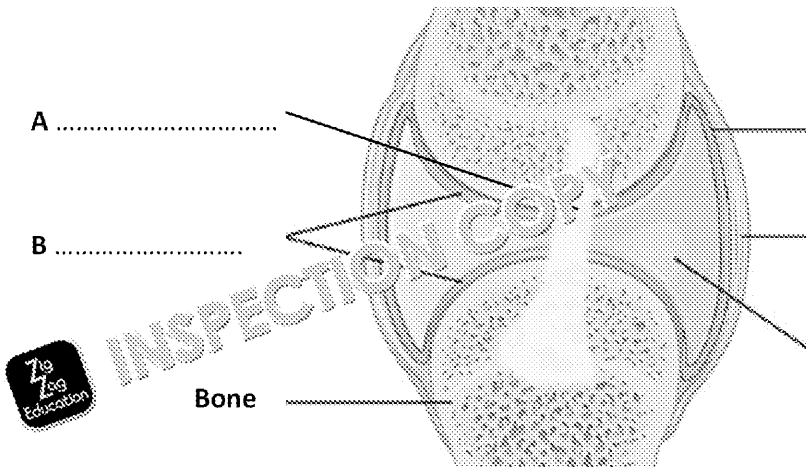


6. Describe **four** functions of the skeleton.

- a)
- b)
- c)
- d)

7. i) Name the structures of the knee joint below, using the words provided

Tendon	Joint capsule	Cartilage	Ligament	Bursa
--------	---------------	-----------	----------	-------



ii) Name the component of a synovial joint that lubricates and reduces friction

.....

iii) Name the bone that covers the anterior (front) surface of the knee joint,

.....

iv) Name the smaller long bone that is found at the posterior (back) of the knee joint

.....

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8. Complete the table below:

Joint location	Joint type	Possible movements (tick all that apply)	Describe (give)
Ankle		<input type="checkbox"/> Flexion/Extension <input type="checkbox"/> Dorsiflexion / Plantar flexion <input type="checkbox"/> Abduction/Adduction <input type="checkbox"/> Rotation	
Knee		<input type="checkbox"/> Flexion/Extension <input type="checkbox"/> Dorsiflexion / Plantar flexion <input type="checkbox"/> Abduction/Adduction <input type="checkbox"/> Rotation	
Hip		<input type="checkbox"/> Flexion / Extension <input type="checkbox"/> Dorsiflexion/Plantar flexion <input type="checkbox"/> Abduction/Adduction <input type="checkbox"/> Rotation	

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2. The Muscular System

1. Identify which **one** of the statements below is **correct**. Tick the box to indicate.
- The biceps is located in the forearm
 - The tibialis anterior is located in the posterior (back) of the shoulder
 - The abdominals are located in the back
 - The quadriceps are located in the anterior (front) of the thigh

2. Identify whether the statement below is true or false by circling your answer.



Tendons are responsible for attaching muscle to bone while tendons are responsible for contracting muscle.

TRUE

FALSE

3. Complete the passage below about antagonistic muscle pairs.



The movement in the image requires the action of antagonistic muscle pairs. The movement of the right arm requires the agonist action of the _____, which _____ the movement. This is counteracted by the antagonist action of the _____ during the movement.



4. Name the antagonistic muscles in the following sporting examples:

i) Flexion of the knee when preparing to kick a rugby ball.

Agonist muscle:

Antagonist muscle:

(2 marks)

ii) Dorsiflexion of the ankle when accelerating out of the starting blocks.

Agonist muscle:

Antagonist muscle:

(2 marks)



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5. Draw **four** lines to match the following joint movements with the correct agonist/antagonist.

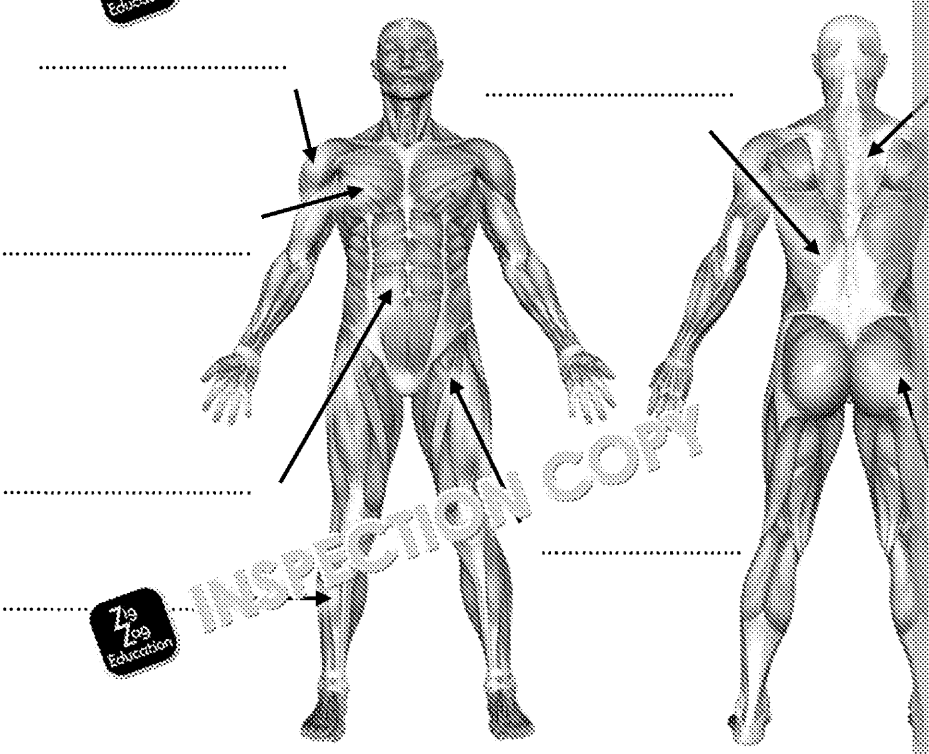
- Shoulder abduction (agonist)
- Shoulder abduction (antagonist)
- Hip extension (agonist)
- Hip extension (antagonist)

Four empty boxes for matching.

6. Using examples, describe the difference between isotonic contractions and isometric contractions in sport.

Five horizontal dotted lines for writing.

7. Name the joint, muscles or muscle groups identified on the diagram below.



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8. Using a different practical example for each, explain **three** differences between slow-twitch muscle fibres that make them the preferred choice of fibre for t

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3. The Cardiovascular and Respiratory

1. i) Define stroke volume.

.....

ii) Calculate a tennis player's cardiac output if they have a stroke volume of 150 cm³ and a heart rate of 80 bpm

..... L/min

2. State **one** function of each of the following components of blood.

Plasma:.....

Red blood cells:

White blood cells:

Platelets:

3. Use the words below to complete the pathway of air through the respiratory system.

Bronchi	Alveoli	Nasal passage	Trachea	Diaphragm
---------	---------	---------------	---------	-----------

..... → →

4. Describe the features of the alveoli that make them efficient for gaseous exchange.

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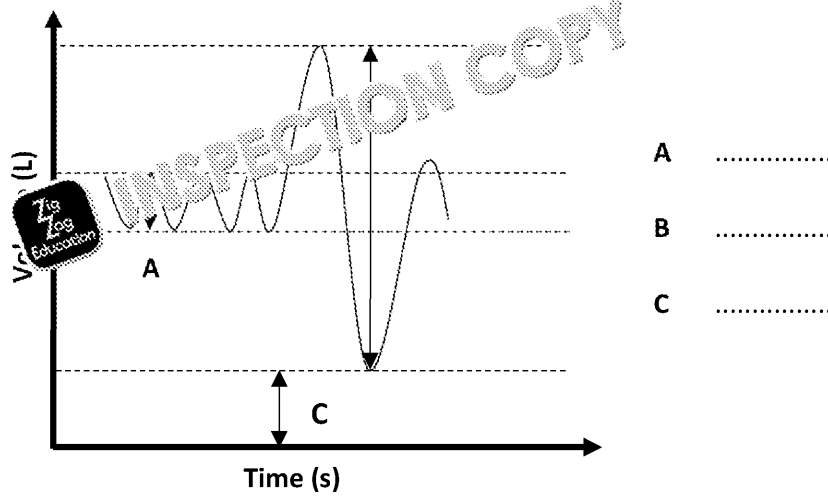
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5. State the molecule in red blood cells that carries oxygen and carbon dioxide

.....

6. i) Name the lung volumes from the spirometer trace below:



ii) State which of values A, B and C remain unchanged during exercise.

.....

iii) Define the term 'minute ventilation' and explain its change during exercise.

.....

.....

.....

7. Complete the pathway of blood through the heart by numbering the statements.

- a. Blood is ejected out of the left ventricle to the rest of the body via the aorta.
- b. Oxygenated blood enters the left atrium via the pulmonary vein.
- c. Deoxygenated blood is ejected out of the right ventricle to the lungs via the pulmonary artery.
- d. Blood is oxygenated at the lungs by gaseous exchange.
- e. Deoxygenated blood returning from the body enters the right atrium of the heart.



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8. Explain the functions of the diaphragm and intercostal muscles during normal breathing.

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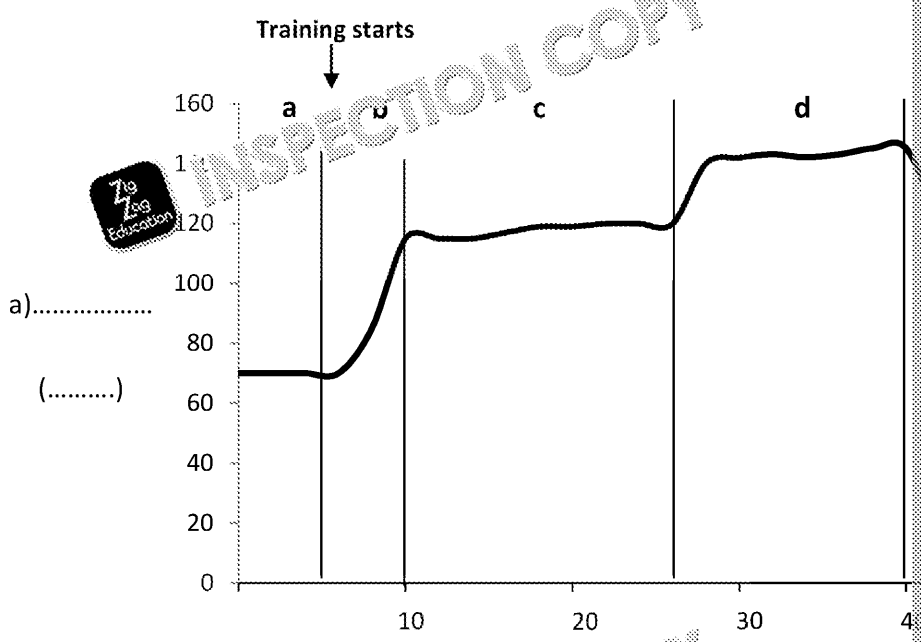
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9. The graph below shows an individual's heart rate as they perform a fartlek run at different speeds or on varying terrains.



a).....
(.....)

i) Label the x-axis and y-axis, including the appropriate units of measurement.

ii) Identify the resting heart rate of the individual.

..... bpm

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iii) Identify the period in which the individual most likely increases the speed of their breathing.

.....

iv) Suggest **two** reasons why the individual's heart rate is decreasing during the recovery period.

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10. Explain how the structure of arteries, capillaries and veins relates to their different functions.

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4. Aerobic and Anaerobic Respiration and

1. Complete the equations by using the words below.

carbon dioxide	protein	oxygen	lactic acid
----------------	---------	--------	-------------

- i) Aerobic exercise: glucose + → energy + + wa
ii) Anaerobic exercise: glucose → energy +

2. Identify whether the following sports are predominantly aerobic or anaerobic. Put a tick in the box to indicate your answer.

- A Team sprint cycling Aerobic / Anaerobic
- B Triathlon Aerobic / Anaerobic
- C Olympic weightlifting Aerobic / Anaerobic
- D 400 m hurdles Aerobic / Anaerobic

3. Explain how the duration and intensity of a sporting activity influence the use of respiration.

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4. Suggest **three** factors that affect the speed of recovery following exercise.

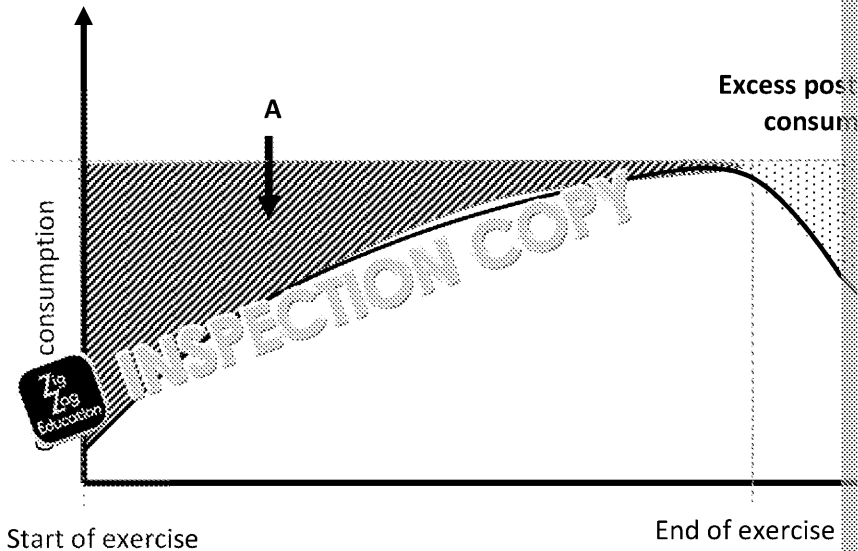
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5. The graph below shows the difference between oxygen consumption and oxygen supply during exercise.



i) Identify component A.

.....

ii) Explain why EPOC is necessary after the 50 m swim.

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9. Using different practical examples from a named sport or activity, explain why anaerobic respiration might be necessary.

Sport or activity:.....

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5. Short-term and Long-term Effects of

1. Identify which **one** of the following is a visible short-term response to exercise.

Tick the box to indicate your answer.

- Increase in heart rate
- Red skin colouring
- Increase in heat control
- Increase in gaseous exchange

2. Identify **two** of the following are short-term effects of exercise and which

A Lower pulse rate (bradycardia) **Short-term** / **Long-term**

B Increase in sweating **Short-term** / **Long-term**

C Increase in heart size (hypertrophy) **Short-term** / **Long-term**

D Increase in cardiac output **Short-term** / **Long-term**

3. Increased breathing rate and increased heart rate are both short-term effects of exercise.

i) Explain how an increased breathing rate and an increased heart rate benefit the body.

.....

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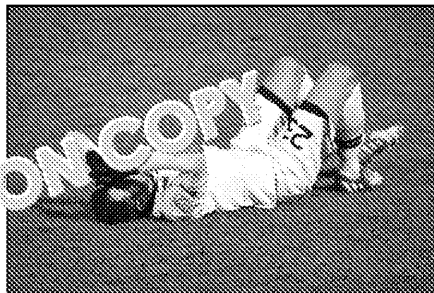
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ii) State **two** short-term effects of exercise that have a negative effect on the body.

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4. Long-term effects of exercise are noticeable both at rest and during exercise.

i) Explain the long-term effect of exercise on resting stroke volume.

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ii) Using a supporting example, explain why a greater tolerance to lactic acid performance.

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5. Explain the effect of heat control as a short-term effect of exercise.

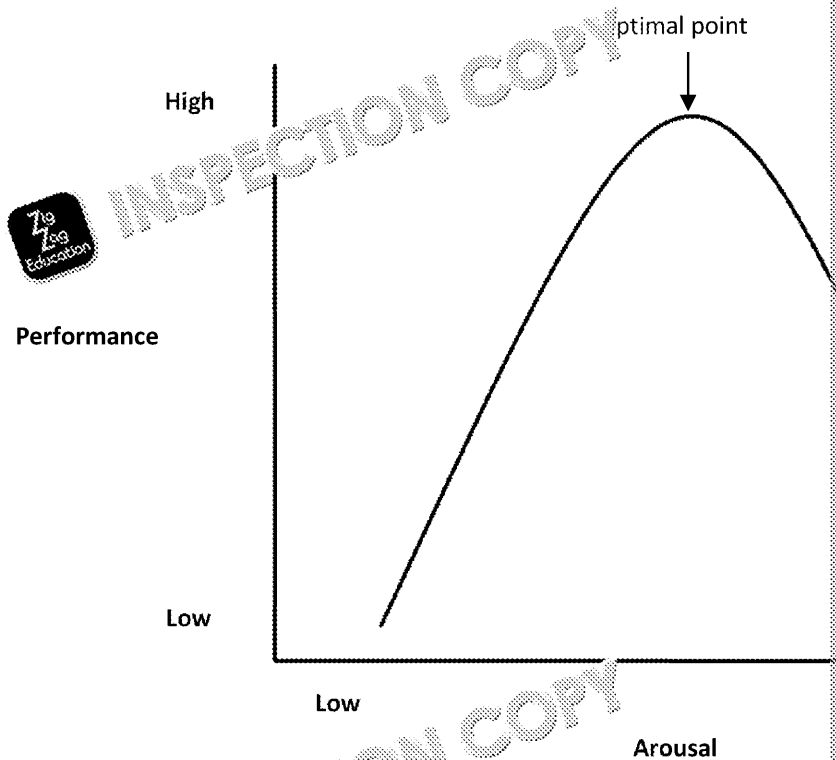
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17. Motivation, Arousal, Anxiety, Personality and Relaxation Techniques

1. A physical and mental state of alertness/readiness
2. Inverted U theory
3. i)
 - a) Somatic
 - b) Cognitive
 - c) Cognitive
 - d) Somatic
ii) Any **two** from:
 - Anxiety perception levels of own ability
 - Anxiety level of an opponent
 - Assurance/evaluation from the crowd/spectators / a coach
 - Fear of getting injured
4. i) Any **two** from:
 - Motivation from another person/source (e.g. coach)
 - Tangible motivation, e.g. certificates/trophies/medals
 - Intangible motivation, e.g. feedback/praise/applause
ii) Any **two** from:
 - Extrinsic motivation can help improve immediate performance
 - But will have a detrimental effect on later performances when the same reward is given
 - If a reward is promised but not given, this will lead to a greater drop in performance
5. i)



1 mark for correct 'inverted U' shape, 1 mark for correct identification of optimal point

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Preview of Questions Ends Here

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.

18. Leisure, Recreation, the growth in leisure activities and sports dev

1. Play is any activity where the sole objective is enjoyment for all
2. i) If peers enjoy participating in recreational activities that involve physical activity, physical activity in that individual
 ii) If peers engage in sedentary recreational activities it is likely to promote a sedentary lifestyle
3. i) Leisure time is the free time available to a person is not working or sleeping and is used for activities that someone does not participate in or engage with in their free time
 ii) Any of the following factors can lead to an increase in leisure time, providing more free time for physical recreation:
 - Increase in the construction of leisure facilities, improving access to physical recreation
 - Technological developments, such as apps and equipment that allow activities to be done at home
 - Reduced cost of equipment through subsidiaries and concessions, which increases access to physical recreation
 - More options for travel (e.g. improved public transport, cycle paths), facilities and services
 - Increased media coverage of the activities available and the health benefits of physical recreation
 - Better health awareness and improvements in healthcare (e.g. people living longer)
4. i) Any **four** characteristics from:

• Competitive – winning element	• High level of skill
• Physical – requires physical effort and commitment	• Organised
• Rules that are enforced by officials	• Tactics used
• Involve rewards for success/winning	

Any other suitable characteristic

- ii) Any **four** from (all can impact access to clubs, facilities and events):
 - Age (e.g. age-specific teams/sports/events)
 - Disability (e.g. disabilities can cause access problems to some facilities)
 - Gender (e.g. gender-specific events)
 - Socio-economic status (e.g. money to buy memberships)

5. **Foundational**
 - Vast number of participants
 - Developing basic skills, e.g. kicking, throwing, catching
 - Primary school PE

Participation

 - Applying basic skills
 - After-school activities
 - A range of sports

Performance

 - Selection of sports narrowed down to one or two
 - Competitive aspect to play
 - Organised competitions

Elite

 - Fewest number of participants
 - Sport skills refined
 - Development of special skills

(1 mark)

6. **Facilities available (sub-max. 2 marks):**
 - Local sports facilities provide a place for people to participate in physical recreation
 - Free/affordable sports facilities allow people to participate in physical recreation
 - Specialised sports facilities allow people to specialise in the types of activity of their choice
 - Social facilities allow groups of people to meet and engage in recreational activities

- Area where someone lives (sub-max. 2 marks)**
- Living in a rural area can be quite restrictive in terms of transport / limited in terms of facilities
 - Living among people who share the same culture will make someone more likely to participate in physical recreation
 - Traditions that people from the same area is likely to predispose someone to participate in physical recreation through generations

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- 7.
- Family often determines socio-economic background, which can influence personal differences in access to technology, equipment, travel, etc.
 - Family members can act as role models for the types of activity someone chooses
 - Family commitments can affect the leisure time available for recreational activities such as Sunday school or Ramadan will take up the time available
 - Family attitudes to different types of recreational activity can influence the types chosen, e.g. engagement in sport will be reduced if your family doesn't see sport as a serious activity, instead focus on school work or a part-time job.

8. Any **four** from:

- Media coverage can influence the type of sport people are into during their leisure time, e.g. football is more popular than others.
- Negative media coverage of a specific sport can reduce its popularity amongst people, e.g. if a newspaper brands a sport as notorious for doping.
- Media coverage can improve the popularity of sport as a leisure activity in countries where it wasn't previously popular, e.g. the success of the Japan rugby team at the 2019 World Cup increased the interest of rugby in Japan.
- Wider media coverage of female sport has contributed to the increase in sport as a leisure activity for women.
- Media coverage of the health benefits of physical activity has promoted active living.
- Media coverage of sedentary activities (e.g. video games) has resulted in the growth of these activities.

9.

Factor	Influence on recreational activities
Interests	<ul style="list-style-type: none"> • People are more inclined to participate in activities that interest them • Having a wide range of interests is likely to provide variation in leisure activities • A lack of interests is likely to promote sedentary activities
Age	<ul style="list-style-type: none"> • Interests change over time; therefore, the types of recreational activities people participate in as an adult are likely to differ from those when they were younger • People become more health conscious and may engage in certain physical activities throughout their life • Leisure time is reduced with age for adults in full-time employment, so they may prioritise some activities over others to make better use of their time • Older people may develop impairments that prevent them from participating in certain activities, and are likely to adopt more sedentary behaviours
Social circumstances	<ul style="list-style-type: none"> • A person's upbringing / family background is likely to influence the types of activities they participate in, e.g. if they have been brought up around sport, they are more likely to participate in it • The environment someone is in may influence their activities, e.g. if someone lives in a rural area, they might be more inclined to go for walks in the countryside • The social class of an individual will influence their choice of activities, e.g. people in higher social classes may have better access to paid activities, while lower classes may have limited access

(1 mark)

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19. Sponsorship, the Media, Global Events, Professionalism and Techn

1. i) Sponsored clothing
 ii) Any **one** from:
- Newspapers
 - Fanzines
 - Journals
 - Magazines
 - Flyers
 - Newsletters
- Accept any other suitable answers

2. i) Commercialisation of sport is the process by which sport has been marketed to
 ii)

Sector	Advantage	
 Performer	Provides the platform for them to showcase their talent <ul style="list-style-type: none"> • Allows them to analyse the performance of opponents • Allows them to express their views / promote community initiatives 	<ul style="list-style-type: none"> • Often intrusive • Provides the platform for trolls / trolling • Gives the performer a platform that they would not have with
Sport/event	<ul style="list-style-type: none"> • Provides the platform to promote the sport or a competition • Creates an opportunity for the sport to generate revenue • Attracts sponsors who may want to endorse events or competitions 	<ul style="list-style-type: none"> • Can highlight a sport • May focus on the negative rather than the positive • Might provide a role for the sport • Imposes a level of fixtures
Audience/spectators	<ul style="list-style-type: none"> • Provides an easily accessible form of entertainment • May be more cost-effective than attending live events • Provides a platform for topics to be discussed with new supporters 	<ul style="list-style-type: none"> • Television coverage away from live events • Might ignite negative behaviour

(1 mark for each advantage/disadvantage)

3. i) Sponsorship is when a company provides funds or support to a club or individual player
 ii) a) Equipment b) Facilities
 iii)
 - **Equipment:** sponsoring equipment such as the brands shown on Formula 1 cars. A company may provide a financial reward or may provide funds towards producing the equipment
 - **Facilities:** companies will often help fund the development of new facilities for the stadium being named after the company; this, therefore, provides

4. Any **four** from:
- Sport, sponsorship and media are all linked together and influence one another
 - All three are reliant on each other in order to generate money
 - The media allows sport to be accessible to people across many different forms of transport, making it more reliant on sport and sponsorship
 - Sport also in turn generates media finance and popularity
 - Sponsorship generates publicity (and, therefore, revenue) for companies and products
 - Sport is reliant on both sponsorship and media for funding, enabling players to

5. Any **four** from:
- Investment in infrastructure to improve stadiums and training facilities
 - Home advantage for a competitive edge over other nations
 - Sense of national pride through a country's success
 - Increases in both direct and indirect tourism
 - Increase in purpose-built facilities and employment opportunities
 - Cultivation of a sporting, social and economic legacy
 - Improvements in environmental infrastructure

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6. i) Any **two** from:
- Professionals are paid to play, whereas amateurs are unpaid
 - Amateur participation in sport is primarily reserved for leisure time, whereas sport is the athlete's main occupation
 - Amateur participation emphasises enjoyment, whereas the emphasis on professionals is on performance
 - Amateurism is associated with upper- and middle-class participation, whereas professionalism is associated with the working classes
- ii) Any **three** from:
- The national pride associated with the Olympics gave rise to state-sponsored training and performance centres that encouraged athletes to compete
 - Increased sponsorship and media coverage of sport provided a source of income for athletes, leading to the concept of 'amateurism', whereby amateur performers received endorsements from sponsors
 - Sports such as rugby union and tennis, which were previously amateur, became professional sports where participants who are both amateur and professional can compete against each other
 - The increased sporting spectacle of having the most talented athletes competing in the same sports that managed to retain their amateur status until recently, such as tennis, led to the rise of professional athletes to compete

7. i) TRUE
- ii) Positive influences (sub-max. 1 mark):
- It has assisted officials in making correct decisions, e.g. the use of Hawk-Eye
 - It provides the official with alternative angles to help them make decisions
 - It gives the official the opportunity to discuss decisions with colleagues, e.g. the referee and assistants in football
 - It makes officials more trustworthy, e.g. the use of the referee's microphone to explain decisions and understand the reasoning behind decisions

Negative influences (sub-max. 1 mark):

- Officials' decisions are now often scrutinised and undermined when technology shows a wrong decision, e.g. an incorrect offside decision in football
- The use of technology to review decisions disrupts play and causes time-wasting, e.g. time-out in the build-up to a free kick
- Officials at different levels may not possess the same equipment yet may be expected to make the same decisions, e.g. a referee in grassroots cricket will not have access to Hawk-Eye

8.

Group or individual	Advantage (any appropriate responses, such as the ones below)	Disadvantage
Performer	Increased opportunities to be sponsored and, therefore, earn more money	<ul style="list-style-type: none"> • Increased pressure to perform as a good player • Players may lose touch with the game
Sport/event	<ul style="list-style-type: none"> • Popular brands that are associated with particular sports or athletes may inspire participation • Provides subsidiaries for development of facilities • Provides teams with playing kits and equipment 	Competitions that may be dominated by betting companies
Audience/spectators	<ul style="list-style-type: none"> • Greater opportunity for fans to follow the sport and watch their favourite players on multiple platforms (TV, Internet, mobile phone) • Fans can follow the sponsor's products and services for spectators 	Adverts for sports equipment and services may be seen as interference with the game
Sponsor	Increased advertising improves the company's image if they are associated with a winning team/player	<ul style="list-style-type: none"> • If the athlete is injured, it can negatively affect the company's image • There is a risk of an athlete with a bad reputation being associated with the company

(1 mark)

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9. i) **Hawk-Eye for performers in cricket**

Positive (sub-max. 1 mark):

- Gives the players confidence that the correct decision has been made
- Gives the players objectivity and removes the need for arguments about
- Allows bowlers to see a breakdown of the balls they have bowled

Negative (sub-max. 1 mark):

- Slows down the game, disrupting the fluency of a match and increasing the
- The equipment is expensive so is not available to performers at all levels
- Players are no longer given the benefit of the doubt over certain decisions

Artificial pitches for the benefit of football

Positive (sub-max. 1 mark):

- Prevents cancellation of fixtures due to bad weather
- Can be used to host multiple matches without the need to re-turf the pitch

Negative (sub-max. 1 mark):

- It is expensive and, therefore, not accessible for the sport at all levels
- It may give the home team an unfair advantage if they are used to playing on
- It can discourage sport being played on the original surface, which may impact the game is played, e.g. the speed at which the ball travels across the surface

ii) Positive (sub-max. 1 mark):

- Enhances the sporting spectacle, e.g. the better design of tennis racquets allows
- Can be used to promote sports participation, e.g. the availability of equipment for professional golfers

Negative (sub-max. 1 mark):

- Interrupts the flow of the game / sporting spectacle, e.g. TMO in rugby
- Can spark heated debates between officials / fans surrounding decisions, e.g. *Accept other suitable examples*

iii) Decision-making for officials (sub-max. 1 mark):

- In cricket / TMO in rugby gives officials alternative angles to empower
- Hawk-Eye / goal-line technology gives officials an objective answer as to whether the legs of a batsman

Recording of time and distance (sub-max. 1 mark):

- Timing/measurement of track athletics events improves the keeping of records

Sporting performance (sub-max. 1 mark):

- Developments in lightweight materials and aerodynamic equipment improve
- Developments in the design of tennis racquets / hockey sticks / footwear are

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20. Factors affecting access and participation in physical activity

1.

Environment/climate	Effect on participation in physical activity (ac
Wet weather	<ul style="list-style-type: none"> Restricts outdoor activities; increases dependence on indoor facilities Increased risk of fixture cancellation due to water Increased risk of illness due to hypothermia-related
Rural, mountainous environment	<ul style="list-style-type: none"> Facilities may only be available in urban areas Greater provision for mountaineering activities / Increased transport to facilities Reduced availability of sports clubs

(1 mark for a climatic effect, 1 mark for an environmental effect)

2. i) Any **two** from:

- Lack of disabled sports provision
- Some sports may not have adapted versions
- Reliance on specialised transport to facilities
- Restricted access to facilities (e.g. lack of ramps, lifts, automatic doors)

Accept other suitable answers

ii) Any **two** from:

- Low disposable income to afford gym memberships / club fees
- Some religious traditions restrict access to certain sports, e.g. a burka or hijab
- Family members might prohibit participation in sports deemed unethical

Accept other suitable answers

3.

Factor affecting participation	Example
Education (1)	Teenagers who are not in school or have exams may not have time to participate in sport
Financial considerations (1)	People who are unemployed or single parents may not have the money to pay for sports fees for themselves or their dependents
Time commitment (1)	Full-time employment or responsibilities as a parent can limit time available for participation.
Role models (1)	There may be a lack of appropriate role models to inspire participation in certain sports.

4. Any **two** from:

- Gender discrimination in sport exists where certain sports are historically associated with a particular gender. A male performer might opt for a sport with a more masculine image for fear of it being judged a feminine sport / a female performer might opt for a sport with a more feminine image to avoid a physical and macho label
- Ethnic minorities are underrepresented in sport and are thus at a greater risk of discrimination. Black British people are underrepresented compared to white British so might be less likely to participate in sports or groups dominated by white participants

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5.

Social group	Barrier to participation	Strategy to increase participation
Disability	Accessibility	Provision: <ul style="list-style-type: none"> Greater variety and prevalence of disabled sport Wider media coverage of disabled sport to inspire participation Increase in equipment and technology designed for disabled people (e.g. disabled parking spaces, automatic doors, pool hoists, accessible toilets)
Females	Media coverage	Promotion: <ul style="list-style-type: none"> More live-to-air female sport on TV so that it can be seen by a wider audience More female presenters and pundits for sports to encourage generations of females to participate Increase in female models for promotional advertising events on live TV
Age	Inclusiveness	Access: <ul style="list-style-type: none"> Separate leagues for different age groups to cater for different abilities Leagues with adapted rules to suit older adults, e.g. shorter games Designated/discounted transport to facilities for older adults

6. Family (sub-max. 2 marks):

- Family often determines socio-economic background, which can influence participation in access to equipment, travel, etc.
- Family members can act as role models to either participate or not participate depending on their own participation.
- Family commitments can prevent participation in sport; for example, a religious observance like Ramadan may prevent participation in sport.
- Family attitudes to sport and fitness can influence participation both positively and negatively. If your family does not view sport as a serious pastime and expects you to work, or having a part-time job, participation may be reduced.

Media coverage (sub-max. 2 marks):

- Media coverage can negatively influence the types of sports that are participated in, with those widely covered in the media than others.
- Negative media coverage of a specific sport can negatively influence participation, branding a sport as boring and not exciting.
- Media coverage can positively influence the participation of some sports in countries where they weren't previously popular, e.g. the success of the Japan rugby team at the 2019 World Cup positively influenced participation of rugby in Japan.
- Positive media coverage of a particular sport can improve or maintain high participation, as it is widely covered in the English media, which contributes to its high popularity and participation.
- Media coverage of poor sporting conduct or bad behaviour can negatively influence participation, such as player diving or the FIFA corruption scandal.

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21. Sportsmanship, Gamesmanship and Performance-enhancing Drug

1. i)
 - Sportsmanship concerns acts of fairness, honesty and equality within the
 - Gamesmanship is the bending of rules to gain an unfair advantage
- ii)

a) Gamesmanship	c) Sportsmanship
b) Sportsmanship	d) Gamesmanship
2. i) A prohibited substance is a substance that is banned from being taken by competitors
 - ii) Any **two** from:
 - To enhance performance
 - To keep up with competition / to level the playing field with other competitors
 - To avoid being frustrated with winning (e.g. recognition, money)
 - To avoid criticism from coaches to win
 - To avoid personal expectations to win
3. i) Any **two** from:
 - In-competition and out-of-competition testing reduces the use of PEDs in
 - Random testing prevents performers from selecting periods of time when with using PEDs
 - By imposing sanctions on performers testing positive for PEDs
- ii) Questionnaire
- iii) Any **two** from:
 - They have the potential to enhance sporting performance
 - They have the potential to cause ill-health
 - Use of such drugs violates the spirit of sport
4. i) Any **three** from:
 - It involves removing blood at least a few weeks prior to competition
 - The body then responds to the loss of blood by increasing red blood cell count
 - The blood originally removed is then frozen and reinjected just before competition
- ii) Any **two** from:
 - To increase the chances of winning
 - It is difficult to detect
 - Increase training adaptations
- iii) Marathon runner
- iv)
 - Blood doping increases red blood cell count / haemoglobin concentration / oxygen-carrying capacity of the blood
 - This increases the aerobic capacity of the body by increasing the diffusion into the muscles
 - Marathon running is an aerobic event which relies on the ability of the mitochondria for aerobic respiration, thus being best suited for the performance-enhancing effect
- v) Decrease in muscle mass

5.

Prohibited substance	Positive effects on performance	
Stimulants	Increased alertness and reaction time (1)	e.g.
Diuretics	Weight loss (1)	e.g.
Beta blockers	Lowers anxiety / soothes nerves (1)	e.g.
Anabolic steroids	Increased muscle mass (1)	e.g.



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6. i) Any **two** from:
- It can reduce the reputation of a sport
 - It can reduce the credibility of a sport
- ii) Any **two** from:
- It is immoral
 - They are associated with health risks
 - It can cause damage to an athlete's reputation / public humiliation
 - Lose sponsorship if caught
 - It can result in a ban / disqualification from the sport
 - It can result in financial penalties
 - It can demotivate other competitors who worked hard and were clean
7. Any three:
- Disciplinary action from future events
 - Mistrust of future results
 - Poor reflection on the sport
 - Media scrutiny



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22. Risk Assessment and Injury

1.
 - i) Selecting a suitable level of competition
 - ii) Personal protective equipment
2.
 - i) An analysis of the hazards which could lead to injury when taking part in physical activity
 - ii)
 - A real risk is one that is known / has been previously measured, e.g. there is a real risk that a fall from a height could cause hip, knee or hand injuries
 - A perceived risk is either one where a judgement has been made, or one which motivates an individual to limit their risk, e.g. there is a perceived risk that a fall from a height could cause hip, knee or hand injuries
3.
 - **Ice** – apply to the injured area with an ice pack (or use a pack of frozen fruit/vegetables)
 - **Compression** – wrap a bandage around the injured body part
 - **Elevation** – raise the injured body part above heart level

4. i)

Injury	Cause
Abrasion (cut or graze)	e.g. a sudden fall onto a hard, rough surface
Blisters	e.g. ill-fitting footwear that causes friction on the skin
Winding (having the breath knocked out of you)	e.g. a blow to the abdomen which causes a temporary paralysis of the diaphragm, e.g. a body shot in boxing or a forceful impact into the stomach
Contusion (bruise)	e.g. a forceful impact to the surface of the skin which causes blood to pool under the skin's surface

- ii)
 - Overuse – caused by repetitive trauma or technique errors
 - Sudden twisting or turning
 - Overstretching – which can be caused by failing to perform an adequate warm-up
 - Poor landing or foot placement – can be caused by fatigue or poor technique
5. Any appropriate example, e.g. wearing studs in rugby in order to provide greater traction
6. Equipment should be lifted with bent knees and a straight back
7. Any **six** from the following, with an appropriate example:
 - Protective clothing/equipment, e.g. the use of pads in cricket in order to reduce the risk of injury
 - Appropriate clothing, e.g. the use of extra clothing / waterproof tracksuits in cold weather to prevent hypothermia
 - Appropriate footwear, e.g. spiked footwear to improve grip in track athletics
 - Suitable level of competition, e.g. competing against players of a similar biological age to avoid physical displays of dominance
 - Lifting/carrying equipment safely, e.g. using the correct technique when lifting weights
 - Maintaining hydration, e.g. consuming a greater amount of fluid when training in hot weather to prevent overheating
 - Warming up / cooling down, e.g. increasing the range of movement at a joint before competition / performing a light jog following a rugby match to reduce the risk of onset muscle soreness
 - Following rules, e.g. not using a high shoulder height in rugby / keeping studs low to reduce the risk of injury

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8. Two appropriate hazards linked to a particular sports setting:
- Sports hall
 - Doors in sports hall swinging open
 - Sports equipment in a fitness centre faulty or broken
 - Other participants colliding in a small space
 - Glass windows could smash on contact with a ball
 - Any other appropriate example
 - Playing field
 - Rubbish on a playing field could create a hazard or be obstructive
 - Weather conditions (causing slippery surfaces)
 - Fences and barriers surrounding playing area could result in players colliding
 - Any other appropriate examples
 - Artificial surface
 - Conditions of the surface – could be slippery if it rains
 - Standing water on the surface – slippery surface or risk of drowning
 - Surrounding fences – participants could collide with them
 - Sports equipment – could be faulty or broken and collapse on a player, e.g. diving boards
- 9.
- Surface of poolside – e.g. ensure that any dangerous areas are cordoned off and marked
 - Other exercisers – e.g. ensure that separate lanes are provided, e.g. fast, medium, slow
 - Equipment within the water, e.g. floats – ensure the pool is kept tidy and only the necessary equipment is used
 - Condition of the water – e.g. perform regular checks on the water condition and temperature
 - Weather conditions when using an outdoor pool – e.g. cancel lessons if the weather is too hot or too cold
 - Condition of equipment, e.g. diving platforms/boards – perform regular checks on them and shut them down and get them repaired if they are damaged
- (1 mark for each identified hazard with suggested method)*



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