

# A Level Physical Education

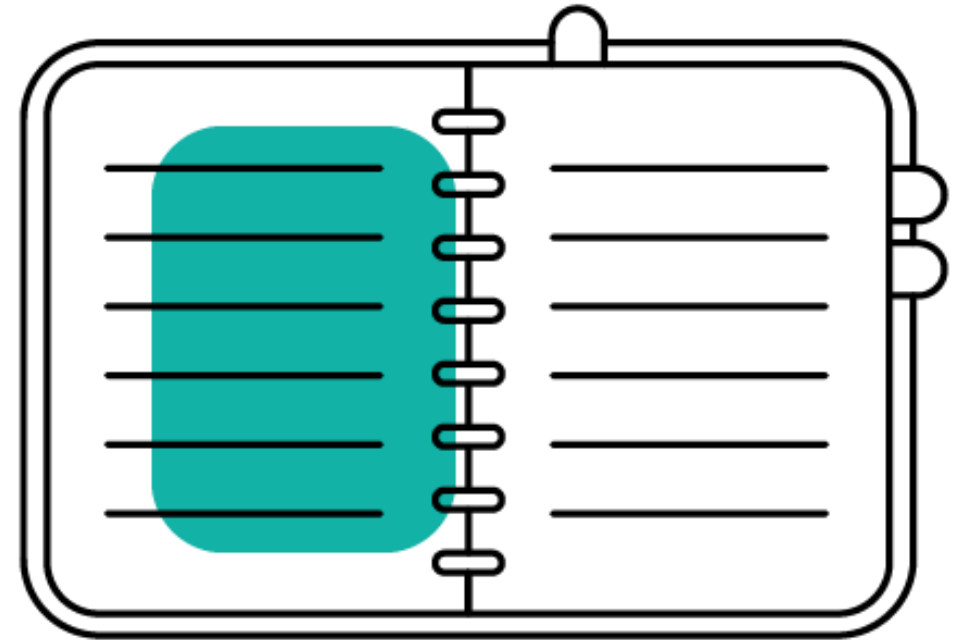
Exam Insights May/June 2024

Components 01 and 02  
9PE01 and 9PE02



# Agenda

- Welcome and introductions
- Session 1 – Grade boundaries and cumulative percentages for Summer 2024 papers 1 and 2
- Session 2 – Deep Dive on paper 1 – look at the questions and advice to include the extended answer responses
- Session 3 – Deep Dive on paper 2 – look at the questions and advice
- Session 4 – Guidance and support on the extended answer questions for Paper 2
- Session 5 – Further support



# Course structure and grade boundaries



# Structure of the Course

## **Component 1: Scientific Principles of Physical Education**

**(\*Component code: 9PE0/01)**

***Written examination: 2 hours and 30 minutes***

***40% of the qualification***

***140 marks***

### **Content overview**

- Topic 1: Applied anatomy and physiology
- Topic 2: Exercise physiology and applied movement analysis

Biomechanics is embedded within the content of Topics 1 and 2.

## **Component 2: Psychological and Social Principles of Physical Education**

**(\*Component code: 9PE0/02)**

***Written examination: 2 hours***

***30% of the qualification***

***100 marks***

### **Content overview**

- Topic 3: Skill acquisition
- Topic 4: Sport psychology
- Topic 5: Sport and society

# Assessment Objectives

There are 3 AOs which determine the quality of the response:

**AO1** – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport

- Interpreted as knowledge in isolation

**AO2** – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport

- Interpreted to be the examples and applied explanations given

**AO3** – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport

- Key determining factor: interpreted as the ability to show knowledge and understanding through analysing, evaluating and discussing – linked to AO1 and AO2

# Command words

AOs are driven through the **COMMAND WORDS**

Students are recommended to become familiar with these and the potential marks available to them

- Marks have been lost as result of the incorrect understanding of the command word

AO1 – Classify, Give, List, Name. State, Define, Identify and Outline – 1 mark

AO2 – Describe – 2 – 4 marks

## **Combined AOs**

- Explain – AO1 or AO2 (2–6 marks)
- Assess – AO2 and AO3 (4 marks each)
- Examine – AO1 and AO3 (4 marks each)
- Justify – AO2 and AO4 (4 marks each)
- Summarise – AO1, or AO2 or AO3 (2–6 marks)

## **Extended responses**

- Discuss AO1 and AO3 – (5/10 marks)
- Evaluate or Analyse AO2 and AO3 – (5/10)

# Final Award Grade Boundaries

| Paper | A  | E  | % A | % E |
|-------|----|----|-----|-----|
| 01    | 75 | 28 | 29  | 97  |
| 02    | 57 | 26 | 11  | 95  |

# Paper One







Paper 1 has two sections

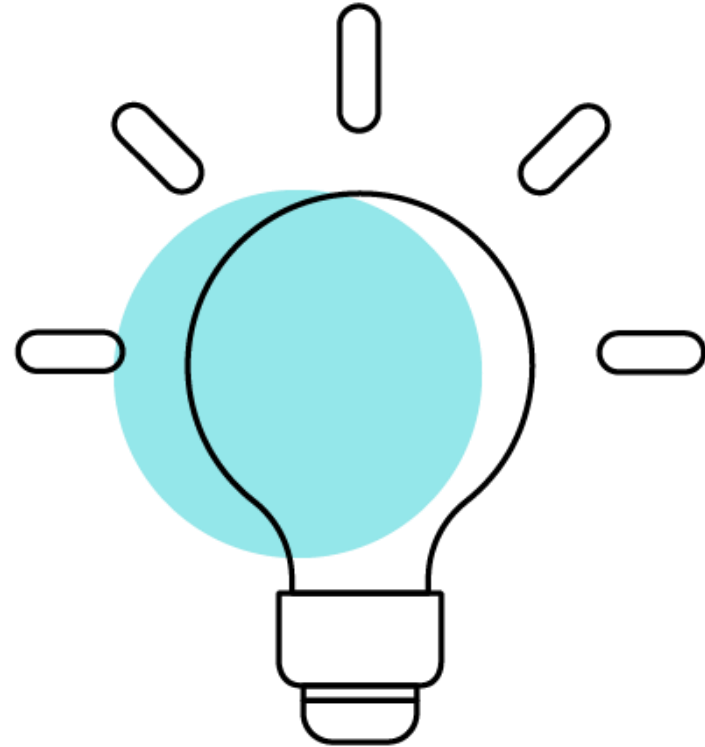
# A deep dive on Paper 1 Scientific Principles

## **Strengths:**

- Better extended responses with some use of examples from multiple sports
- Structure of answers was better with paragraphing and connectives

## **Developments:**

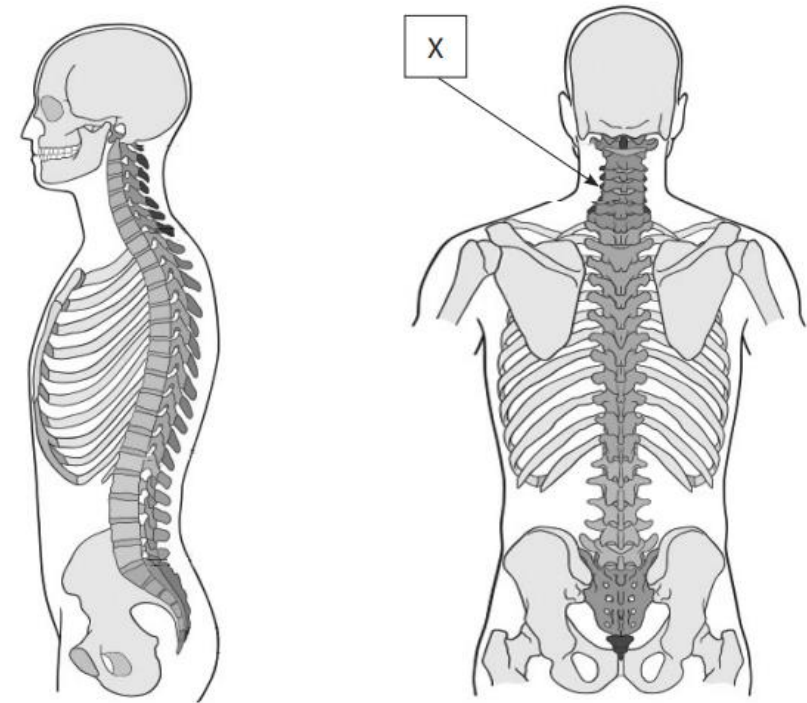
- Learning of basic definitions, e.g. anaerobic capacity
- Spelling of key words, e.g. bone names like Humerus
- Correct rounding with Mathematical answers



# Question 1

This question needed candidates to name the cervical and lumbar region of the vertebral column.

**Figure 1** shows an image of the vertebral column.



**Figure 1**

(a) Name the region labelled X at the top of the vertebral column.

(1)

(b) Name the region designed to carry the most load.

(1)

## Question 2a

2 (a) List **two** bones articulating at the elbow joint.

(2)

Humeralus and ulna

## Question 2b

(b) List **four** movements possible at the shoulder joint.

(4)

Rotation

Circumduction

Adduction

Abduction

(Total for Question 2 = 6 marks)

## Question 3

3 Summarise how wave summation can increase force output.

(4)

Wave Summation is when a muscle contracts again before fully relaxing after the initial contraction, this greatly increases contractile strength as the rate of contraction is much higher meaning more force production per second.

## Question 4

4 Summarise **four** advantages of an athlete using the aerobic energy pathway.

(4)

The aerobic system has no fatiguing by-products so lasts a long time.

It uses fat as a fuel which does not run out as fast as glycogen.

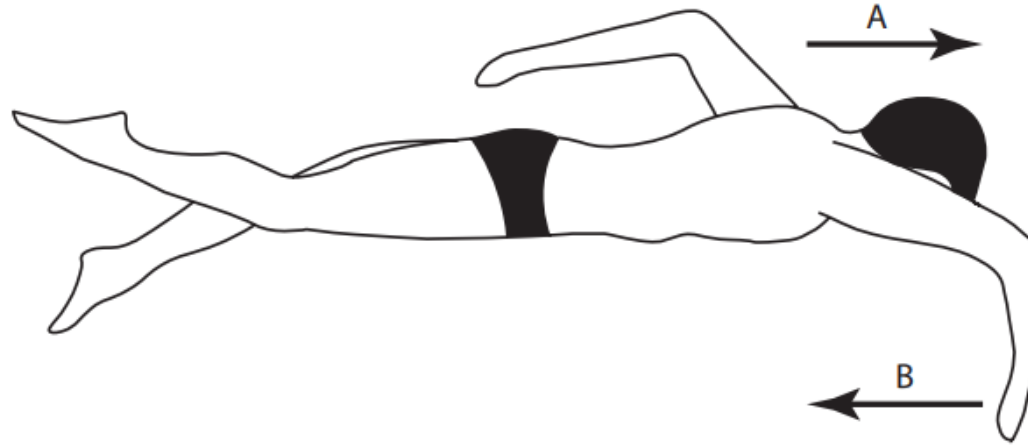
It also yields 38:1 ATP which makes it very efficient.

It utilises type I muscle fibres which have high mitochondrial density and a high resistance to fatigue.

(Total for Question 4 = 4 marks)

## Questions 5a and 5b

- 5 **Figure 2** shows the horizontal forces acting on a swimmer. The swimmer is moving at a constant speed. Force A is 100 N (this is the forward arrow).



**Figure 2**

- (a) Give force B (in Newtons).

(1)

- (b) The swimmer accelerates by increasing force A to 120 N.

Calculate the size of the resultant force (in Newtons) acting on the swimmer as they accelerate.

(1)



## Question 5c

(c) Describe **three** factors that affect the fluid friction on a swimmer.

(3)

how streamlined the swimmer is.  
the surface area of the swimmer - how  
easily the water flows over them.  
speed of swimmer moving through the water  
acceleration of swimmer  
mass of swimmer.

(Total for Question 5 = 5 marks)

## Question 6

6 Summarise the roles of troponin, tropomyosin and myosin in muscle contraction.

(3)

Q06

3

In a muscle contraction troponin is used to bind with ~~myo~~ calcium to reveal binding sites and remove the tropomyosin which is used to block binding sites and be moved by calcium and troponin. Myosin has myosin heads which bind to the actin to cause a power stroke.

## Question 7

7 Summarise **six** chronic adaptations that occur within skeletal muscle as a result of a cross training programme.

(6)

one adaptation is muscular hypertrophy which increases contractile strength.

There will be more neural pathways which means more of the muscle can be signalled to contract.

The ligaments will become stronger so the muscles can contract forcefully without risk of tears.

The ATP and PC stores in the muscle will increase which means the muscles can contract for longer.

The mitochondrial density will increase which allows more energy to be stored in the muscle.

(Total for Question 7 = 6 marks)

## Question 8

**8** Describe how the duration and intensity of exercise affect the fuel sources used.

(4)

When doing exercise a certain amount of fuel is used. If the duration of exercise is long then the body will keep using up its fuel supply until it has run out causing fatigue.

If the intensity is high then more fuel is needed in shorter time to keep up with the intensity, causing fatigue to come quickly.

(Total for Question 8 = 4 marks)

## Question 9

9 Outline how oxygen delivery to the muscles is increased during exercise.

(5)

To increase oxygen ~~delivery~~ delivery to muscles, ~~maximise~~ vascular shunting takes place. Blood will be redirected from low demand areas like organs to the working muscles - this happens through vasoconstriction and vasodilation. Stroke volume also increases. This allows a higher volume of blood to be pumped per beat to muscles. Cardiac output also increases (more blood is pumped per minute). Heart rate increases, so the heart pumps more often. Venous return increases, so more blood is pumped out of the heart. During exercise, ~~max <sup>blood pressure</sup> pressure~~ increases - blood is transported through blood vessels at a higher pressure so more oxygen goes to the muscles.

(Total for Question 9 = 5 marks)

# Question 10

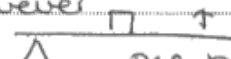
10 Examine how athletes use each of the three lever systems in sporting activities.

(8) Q10

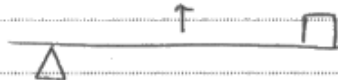
Lever systems in the body are a means of applying force. There are three types of levers in body: first, second and third class levers that are used for a variety of sporting activities and movements.



First class levers occur when the fulcrum is positioned in the middle of the system. They act as both a mechanical advantage or disadvantage depending on the positioning of fulcrum. An example includes the atlas and axis in the neck. These levers are flexible for a range of activities as they can act as both a mechanical advantage and disadvantage. However, they are rarely used by athletes as not common in the body.



Second class levers, occur when load is positioned in the middle of system. They have a seesaw type motion and act as a mechanical advantage as effort arm is longer than load arm. An example is the ankle joint. These levers may be useful for athletes such as weight lifters as they can lift heavy loads with minimal effort. However, they are slow moving which may limit the type of athletes as fast explosive movements cannot be done.



Third class levers have the effort in the middle. They act as a mechanical disadvantage.

(Total for Question 10 = 8 marks)

Q10\_To

Number

10

As effort arm is shorter than the load arm. This means, third class levers are not good for athletes who require need to lift heavy weights. However they are fast moving and therefore good for athletes who need to be quick and agile such as games players.

Overall, a range of lever systems in the body are suited to a range of different motions that can be applied to sporting activity.



## Question 11

11 Examine the physiological responses of the respiratory system at the <sup>warm up</sup> start of exercise. (8)

One physiological response would be the increase in the volume of the thoracic cavity which will allow for more oxygen consumption of the body ~~tiss~~ which will lead to an increase of oxygen distribution around the body. By the help of the abdominals and the internal intercostal muscles forced expiration will occur to increase the amount of carbon dioxide output to allow a greater amount of oxygen to be carried by the blood to allow more oxidation of the working muscles. An increase in breaths per minute will lead to higher oxygen consumption and an increase in output of ~~a~~ carbon dioxide which will allow higher oxygen consumption to provide more oxygen to the muscles to relieve them of lactic acid.

More alveoli will be recruited to increase the diffusion of oxygen into the blood allowing higher oxidation to the working muscles. Alveoli's surface area will increase to allow ~~high~~ higher amounts of diffusion for faster input of oxygen and higher output of carbon dioxide.

# Question 12

12 Discuss the stages of recovery and their application to different sporting contexts.

(15)

The two stages of recovery include the Alactacid component and the Lactacid component which both take varying times to complete and have different functions.

The Alactacid component comes first and occurs within 3-5 minutes after exercise. In this stage, myoglobin is restored in the ~~muscles~~ <sup>previously used</sup> muscles and the body begins thermo regulation which is the returning of resting body conditions. In this stage the body's stores of ATP and PC are recovered however 50% of the PC store is restored within the first minute which gives some applications to sport. A coach in particular may call a timeout in volleyball ~~if they~~ <sup>if they</sup> think their team is low on energy stores. This timeout will allow their players to ~~rest~~ <sup>refuel</sup> their PC and ATP system so they can increase the power of their high intensity shots. Similarly if a football player is feeling fatigued, they make fake an injury to pause the game, allowing them to catch up on their EPOC and replenish their ~~energy~~ <sup>PC and ATP</sup> stores for around 1-3 minutes. EPOC is the oxygen debt of the body after exercise and pausing the game in such a manner will allow them to take in more oxygen ~~for the~~ <sup>to the</sup> ~~body~~ <sup>fatigued</sup> areas to speed up the alactacid recovery time such as restoring myoglobin. This technique however does have ethical concerns where the player is deliberately faking an injury to give themselves an advantage.



## Question 12 continued

The slower ~~stage~~ <sup>stage</sup> of recovery, the lactic acid stage, can take up to ~~a day to fully~~ <sup>it</sup> ~~to~~ <sup>hours</sup> to ~~completely~~ <sup>completely</sup> finish depending on the intensity and duration of the exercise completed. In this stage the body attempts to restore all energy stores; ~~glucose~~ <sup>glucose</sup>, ~~carbs~~ <sup>carbs</sup>, ~~fat~~ <sup>fat</sup> and rehydrates itself to make up for the water lost through sweating or breathing during exercise. Due to ~~the body's~~ <sup>the body's</sup> rehydration, ~~this~~ <sup>this</sup> allows it to complete its thermo regulation, returning the body's core temperature to pre exercise conditions. In this stage the body also ~~removes~~ <sup>removes</sup> ~~lactic acid~~ <sup>lactic acid</sup> accumulated during exercise. ~~It~~ <sup>It</sup> does this by using oxygen to convert the lactic acid into pyruvic acid before ~~entering~~ <sup>entering</sup> it into the Krebs cycle and electron transport chain. A coach can use this knowledge to alter a warm up in such a way that the athlete works anaerobically in order to accumulate lactic acid in their muscles, so that the body can neutralize the lactic acid as the event starts to give the performer enough energy to resynthesise 38 units of ATP as a result of the Krebs cycle and electron transport chain. This ~~will~~ <sup>will</sup> give the performer a boost of energy at the start of event ~~if~~ <sup>however</sup> if timed incorrectly, the athlete may still have the built up lactic acid, which will negatively impact their performance. This would be useful for a football player ~~who~~ <sup>when</sup> they complete sprints in their warm up.

# Question 13

## SECTION B – Exercise physiology and applied movement analysis

Answer ALL questions. Write your answers in the spaces provided.

**13** Exercise economy is a principal determinant of running performance.

List **three** other principal determinants of running performance.

(3)

~~Aerobic~~ <sup>anaerobic power</sup>  $\text{VO}_2$  max, aerobic endurance and  
anaerobic capacity.

(Total for Question 13 = 3 marks)

## Question 14

14 Outline **three** factors that determine how athletes achieve optimal body weight for performance.

(3)

training frequently

~~diet~~ correct diet

Supplementation

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(Total for Question 14 = 3 marks)

## Question 15

(b) Identify **three** factors that determine an athlete's anaerobic capacity.

(3)

The fitness level of the athlete will affect the athlete's anaerobic capacity.

The age of the athlete will affect the athlete's anaerobic capacity.

The lactate threshold will determine an athlete's anaerobic capacity.

(Total for Question 15 = 4 marks)

## Question 16

16 Describe **four** different types of assisted training.

(4)

Downhill training - Can help athlete run faster than they normally could and so trains muscle fibres to fire faster.

Parachutes / speed chutes - Makes athlete need to work harder due to increased resistance leading to hypertrophy of muscles.

Sledge pulls - Increased load tied to athlete limits their speed so makes them need to work harder leading to hypertrophy.

Athlete tied to vehicle moving faster in front of them (tied with elastic bungee rope) helps pull them forward and reach faster speeds training fibres for faster rate of impulse.

(Total for Question 16 = 4 marks)

## Question 16 further example

## Question 17

(b) On their second attempt, the athlete's put is in the air for 0.38 seconds and reaches a distance of 18 metres.

Calculate the average speed of the shot put.

$\frac{D}{T}$

$$18\text{ m} \div 0.38\text{ s} = 47.36\text{ m/s} \quad (2)$$

~~$47.36\text{ cm/s}$~~

# Question 18

18 Summarise the protocol of the Margaria-Kalamen test.

(5)

Q18

5

- weigh the athlete
- mark out the 3<sup>rd</sup>, 6<sup>th</sup> and 9<sup>m</sup> step using cones
- a 6m run up is also marked from the steps
- the steps should be approximately 17.5cm high
- athlete sprints up the steps only contacting the 3<sup>rd</sup>, 6<sup>m</sup> and 9<sup>m</sup>
- the time starts when the 3<sup>rd</sup> step is contacted, the time stops when the 9<sup>m</sup> step is contacted
- power is then calculated.



# Question 19

19 An endurance athlete is preparing to run a marathon.

Describe how they could achieve progressive overload using the FITT training principles.

(4) Q19

4

An athlete could increase the frequency of their training by increasing the number of training sessions they do in one week. They could also increase the intensity of their training by increasing the pace they are running at. They could also increase the time by increasing the duration of their training sessions. They could also incorporate different types of training such as interval training.

(Total for Question 19 = 4 marks)

Q19\_Total

## Question 20

**20** Spin is a factor that can affect the flight of a tennis ball.

Describe how **four** other factors may affect the flight of a tennis ball.

(4)

1. Wind - the direction or strength of the wind may push or hold back the ball from moving in flight.
2. Strength of hit - depending on how much power the player struck the ball, it may have a longer or shorter trajectory.
3. Angle of impact - if the ball has been hit from under, above or anywhere inbetween, it may have a different trajectory.
4. Condition of the ball - a new ball may have more hair resistance as the texture of the ball has more "hairs" compared to a worn out ball!

(Total for Question 20 = 4 marks)

## Question 21

21 Examine the advantages and disadvantages of different rehabilitation strategies an athlete could use to recover from a soft tissue injury. (8)

Cryotherapy is great for soft tissue injuries. This could be implemented through an ice pack or through a cryotherapy chamber. An advantage of cryotherapy is that it reduces inflammation of the ~~tissue~~ muscle that has been injured. However, there is a risk of discomfort and also hypothermia, therefore cold therapy cannot be used for long periods of time. Elastic band rehabilitation, i.e. later bands or elastic equipment to stretch muscles and maintain flexibility of joints. This is not suited to soft tissue injuries like strain or sprain as the added resistance or stretch could tear the muscles even more. It is a very cheap form of rehabilitation though as no specialists are ~~required~~ required. Physiotherapy would be hugely beneficial to soft tissue injuries. Joint mobilisation strategies help gradually increase the range of motion at joints again, strengthening ligaments and tendons. This method is more expensive as it requires a specialist but cheaper methods, like foam rollers, can be used. Nutrition is a form of rehabilitation. Foods like Omega-3 and spices like turmeric contain antioxidants. This is not suited to soft tissue injuries as they don't necessarily involve infections. However, it helps maintain a balanced diet and could improve recovery time. It is like a passive rehabilitation method.

(Total for Question 21 = 8 marks)

## Question 21

RICE, POLICE, cryo, physio

21 Examine the advantages and disadvantages of different rehabilitation strategies an athlete could use to recover from a soft tissue injury.

(8)

RICE stands for rest, ice, compression, elevation. This is a good starting point immediately after the injury has taken place. It is good as it is easy to do and you don't need any specialist equipment. It is not so good because you are not exercising it in anyway meaning that massive muscular atrophy will take place in the surrounding area. A better alternative to RICE, is POLICE. It stands for protection, optimal loading, ice, compression, elevation. This is a better alternative to RICE because as well as resting you are protecting the injury meaning it can get no worse. Also optimal speeds up recovery because it repairs the injury to normal faster through putting weight on it over time so it can gain strength. It is good as it is easy to do and cheap to do. It is bad because if you put too much of a load on the injury it may deteriorate. You can also use cryotherapy (ice, therapy) which will reduce inflammation and swelling. Massages can also be good at reducing inflammation. The disadvantages of massages and cryotherapy is that they can be very expensive and you need specialist equipment. Hydrotherapy can be a good way of bringing back mobility and strength to the injury. This is due to water supporting weight more than air. You cannot use hydrotherapy to its maximum effectiveness unless you are a confident swimmer.

(Total for Question 21 = 8 marks)

## Question 22

22 Examine the most appropriate methods of training to improve an athlete's maximal aerobic fitness.

(8)

Continuous training would be applicable as maximal aerobic fitness <sup>(max)</sup> describes an athlete's  $VO_2$  max (how much oxygen can be used during maximal exercise) and continuous training would develop this if the intensity is high. However if the athlete is unactivated then they may not train with high intensity ~~and~~ <sup>and</sup> therefore train maximally.

Interval training could be used as it incorporates periods of rest, meaning that the athlete can train maximally for a period of 15 minutes (for example) with rest between each repetition. However this method of training must be specialised to maximal aerobic fitness by having a long enough duration and ensure that it isn't anaerobic. The periods of rest may also not help in improving their MAF.

Fartlek training is an aerobic method of training which involves varying intensities or surfaces, which could be best adapted to developing MAF if the intensity was not too high. However this may encourage an athlete to not work maximally when assessing their MAF, as fartlek training incorporates periods of low intensity which doesn't act as rest.

~~Circuit~~ <sup>circuit</sup> training ~~would~~ <sup>may</sup> help improve MAF, as the athlete is training at a high intensity for long periods of time with ~~not~~ <sup>some</sup> short periods of rest. However this may be more suited to developing localised muscular endurance due to the short stages, and this may require specialised equipment.

(Total for Question 22 = 8 marks)



## Question 23

23 Examine the factors that could affect the reliability of fitness testing.

(8)

Reliability is whether the test can be replicated to get the same results.

This involves having the same conditions when retesting, such as the weather. So if it was a sunny day when individual completed the first fitness test it can't then have waterlogged ground as it will negatively impact results.

In addition, to make the test more reliable for the individuals sport, must adapt the surface the test is done on and the footwear to the individuals sport. For example, if a footballer is doing the Yo-Yo test, then it must be completed on grass and in football boots. This makes the test more reliable for the individual.

Furthermore, to make fitness tests more reliable use timing gates to reduce human error. For example, on the 30 minute sprint test use timing gates to ensure the time is accurate, as humans may be too slow at stopping timer.

## Question 24

\*24 Evaluate the role that technology plays in aiding an athlete in their preparation for an event.

Use your knowledge and understanding from across the course of study to answer this question.

(15)

One thing all elite athletes utilise is screening before any event. This examines the body, ensuring any knocks are seen on screen which could potentially harm them in performance. This can be done daily building up to the event to regulate the body's health so it is manageable.

Furthermore, technology can aid training, so for autonomous athletes, video analysis is a key part in preparing for an event. This enabled athletes to examine strengths and weaknesses in their own game to see what can be improved on and what works well for them. So, a rugby player who sees they are weak in the tackle, can work on their tackling in preparation for their game.

Continuing, technology can also aid the training of skills. Borussia Dortmund Football Club have previously been known for using the footbanaut. This tests footballers reaction times as well as their accuracy of passing. This is mimicked from the speed of a game helping find players in space, quickly. This will support players in their next game as they will become more aware of quick decision making, helping to keep possession of the ball better.

## Question 24 continued

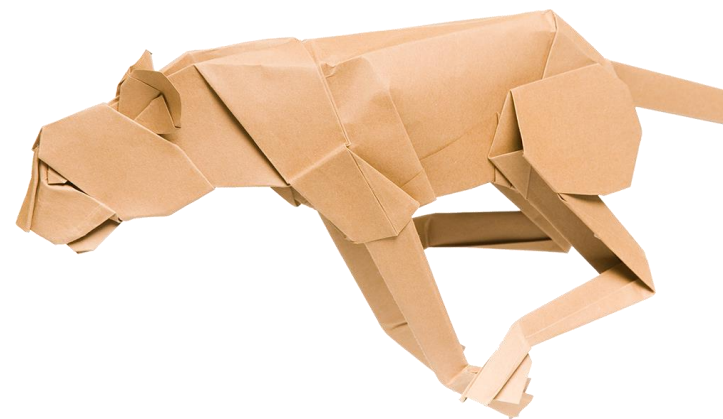
Also, golf players can utilize a gps tracker on the ball to track their shot. This will show the trajectory of the ball and how ~~the~~ it travelled. This will aid the preparation before an event as the player can study their shots and evaluate their strengths and weaknesses to improve on to help them in their next event.

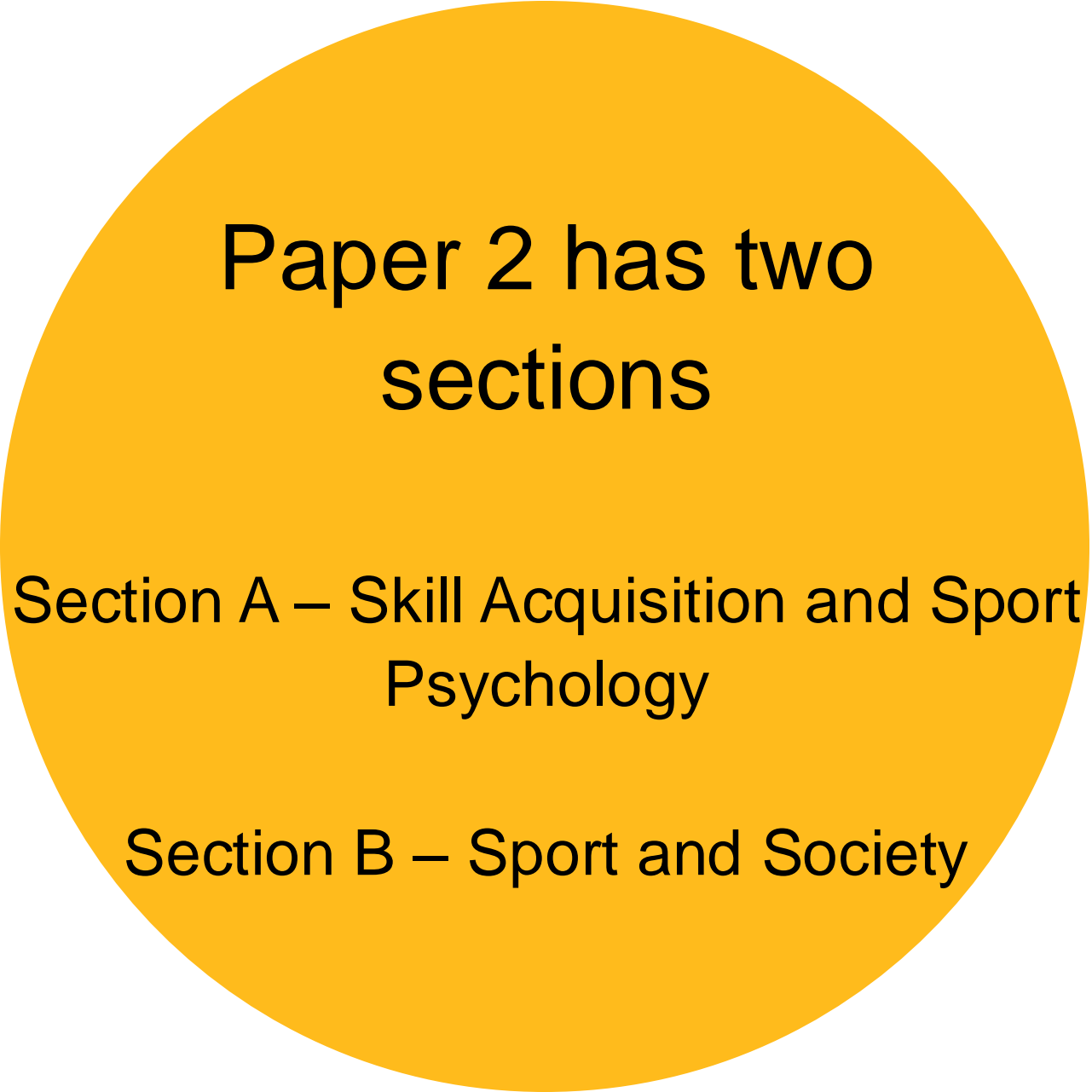
Finally, the speed of light test can aid an F1 driver's ~~ps~~ reaction times. This is a wall of lights all turned off but when one light up you have to tap it as fast as possible. The ~~more~~ <sup>more</sup> they do this, their reaction time will increase which will aid preparation for their next event which requires fast reaction times due to its intensity.

To conclude, I believe technology plays a vital role in aiding athletes' preparations for events as it can ~~be~~ provide knowledge through video analysis as well as improve skills through technology such as the footbarant ~~at~~ <sup>and</sup> so ultimately enabling an athlete to enhance their performance level in an event through their preparations.



# Paper Two





Paper 2 has two  
sections

Section A – Skill Acquisition and Sport  
Psychology

Section B – Sport and Society

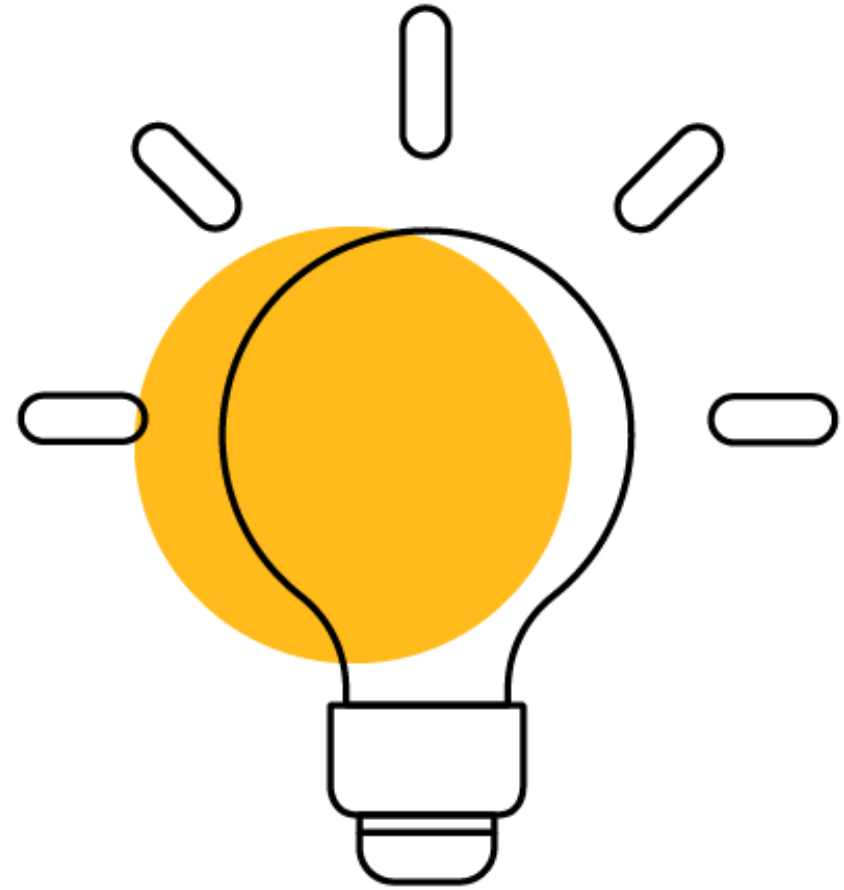
# Paper 2

## Strengths

- Section A and B scored similarly showing a broad depth of candidate knowledge
- Improved extended response construction – start/middle/end
- Some Level 4 and 5 extended responses showed depth of understanding and application to the 4 questions posed

## Developments:

- Where known topics were well explored with many candidates able to obtain full marks
- Definitions were accurately detailed in many cases
- Some aspects of the specification taught incorrectly Q.8 - Ringlemann effect and Q.15 - Fixtures on different continents



# Question 1

1 Describe a closed skill, using a sporting example to support your answer.

(2)

A closed skill is a skill that takes place free of external influence in a closed environment that can be replicated everytime, an example of this is a free throw in Basketball.

(Total for Question 1 = 2 marks)

## Question 2

- 2 Outline **four** components from either of Whiting's or Welford's models of information processing.

(4)

Firstly, the sense organs and internal sensors receive stimulus.

Perceptual mechanism/Perception, selective attention passes necessary information.

Translatory mechanism, where decision making occurs.

Effector system/mechanism, signal is sent to muscle to perform movement.

Feedback of the movement is stored in long term memory for future.

(Total for Question 2 = 4 marks)

## Question 3i

3 Summarise **two** characteristics for each of the following styles of coaching.

(i) Command style

(2)

The command style of coaching is A-L on most of the spectrum. It is very coach led and usually involves a coach giving out instructions and the group following it. It is best for cognitive learners and large hostile groups. It is necessary in dangerous sports.

## Question 3ii

(ii) Problem solving style

(2)

This is a learner focus approach with no input from coach. The learner is set with a task to complete by the coach and finds a solution with no help. This is good for autonomous learners and is time-consuming.

## Question 4

types of skills  
coach  
learner  
types of skills  
difficulty of skills  
type of skills

4\* Discuss how a knowledge of the transfer of skills affects learning and performing in sport.

Use your knowledge and understanding from across the course of study to answer this question.

(15)

There are multiple transfer of skills, which are used depending on factors such as type of learner and the type of skill.

Positive transfer is one which is where one previously learned skill helps development of a new skill, such as gymnast can transfer skills to trampolining due to similar movement patterns. Positive generally occurs when skills are very similar and good for cognitive learners as it reduces confusion.

Negative transfer is another which is when a previously learned skill interferes with the learning of a new one. For example, a badminton serve may affect learning a tennis serve due to needing a strong hand/wrist for tennis and a more relaxed wrist for badminton. This affects learning negatively as it creates bad techniques and may even cause injury, therefore is not beneficial for cognitive learners. However, autonomous players may benefit to learn new skills.

Bilateral transfer is another which is the transfer of skills from one limb to the other limb. For example, learning to take a penalty shot



## Question 4 continued

with right leg then transferring to using the ~~leg~~ left leg. This is very beneficial for elite / autonomous players as they can increase performance by being able to perform skills from both sides of body, reducing weaknesses. This may be important in sports such as football, due to having to use both feet to control the ball.

<sup>Retroactive</sup> Proactive transfer is another which is where a new skill interferes with a previously learned skill, such as a cricket ~~bat~~ throw in uses an overhead throw may interfere with ~~learned~~ previously learned rounder's throw in which uses an underarm throw in. This can negatively impact performance as it creates confusion and generate wrong technique, which can have a detrimental effect of the game. This type of transfer tends to occur on similar skills and more simplistic skills usually discrete as its start or end may get confused with another skill.

Proactive transfer is another which is where previously learned skill affects the learning of a new skill, such as badminton serve and a tennis serve. This tends to occur within cognitive learners or associative as they can't distinguish the

## Question 4 continued

differences between each skills and haven't developed a sufficient schema of each skill to understand how they differ. ~~However~~ Therefore, more practice is needed maybe the use of fixed or massed practice would be beneficial to encourage learning + development of schemas for each skill.

Finally Zero transfer is last one which is where there's no transfer of skills at all, such as cricket bat and a vault in gymnastics. These do not transfer due to the lack of correlation so therefore the learning of each skill doesn't benefit or confuse the other.

The use of transfer of skills can be determined by practice structures or methods used, how the coaches encourage learning, the type of activity and how difficult the skill is.

## Question 5

5 Define Catastrophe Theory.

(1)

as arousal increases so does performance until  
you reach optimal arousal.  
~~after~~ if arousal increases anymore performance  
rapidly declines causing a catastrophe.

(Total for Question 5 = 1 mark)

## Question 6

6 Describe the **four** components of Hollander's personality structure.

(4)

Psychological Core, this is ~~what~~ with what we are ~~born~~ born with (trait)

Typical response, ritende behaviour that happens unconsciously.

Role-related behaviour, ~~what~~ <sup>/behaviour</sup> feelings we have about a specific situation

Social environment, personality changes depending on the environment we are surrounded with.

(Total for Question 6 = 4 marks)

## Question 7

7 Outline any **three** factors identified by Carron that affect the formation and development of a cohesive group or team.

(3)

Environment - the sports situation your team is in

Personal - the ability of an individual performer.

Team - the communication a team can perform.

(Total for Question 7 = 3 marks)

## Question 8

8 Describe the Ringelmann effect, using a sporting example to support your answer.

(2)

The Ringelmann effect states that when the number of people involved in an event increases, individual effort levels decrease. For example, during a tug of war match a team of 3 will individually work harder than a team of 10, due to a non-hard worker in a team of 10 being more likely to be found out.

(Total for Question 8 = 2 marks)

## Question 9

9 Evaluate how different leadership styles impact on a range of sports performers.

(15)

One leadership style is the autocratic leader. This leader takes a very command style stance as they take full control of the group, leaving no input to the leaders. This type of leader would be very beneficial to cognitive learners due to their lack of understanding and knowledge of the skills. Therefore, it is advantageous to them as it allows for development of understanding. However, it is disadvantageous to autonomous learners due to their knowledge + understanding being there so they'd like to take some action. This is a disadvantage as it leads to elite athletes to have decreased motivation and therefore don't bother/show lack of effort to these leaders. An autocratic style should be used for more simple skills for cognitive learners but for it to be advantageous for an elite athlete it should be used for complex skills due to the danger element. This is beneficial as it reduces risk of injury and protects athletes. Skills such as high jump or somersaults on trampoline and beneficial to trampolinists.



## Question 9 continued

Democratic leader is a more lenient leader who takes control but also allows for learners' input, as they like to make decisions using the learners input. For example, a ~~eee~~ leader who wants to focus on an element/weakness from previous game will turn to learners to get their opinions on what to work on. This reciprocal style of coaching is beneficial to cognitive learners as it gets them involved means their active engage<sup>ment</sup> ~~ment~~ increases their understanding and motivation to learn. This style of leader is beneficial to team sports such as football or rugby as it gathers all opinions to encourage group cohesion and set goals for the team to improve performance overall. However, it may not be as beneficial for ~~sports~~ individual sports such as gymnastics or diving as leader may have to explain via extrinsic feedback to how it can be improved rather than taking their opinions. These type of people benefit from autocratic to ensure the correct technique is learned. Overall, some advantages of democratic leaders is it increases motivation, increases group cohesion and increases learning process of the group. The disadvantages may include not all skills are suited to this due to complexity or how dangerous it is for performer.



## Question 9 continued

Final style is the laissez-faire leader, which is a leader who takes a very laid back approach, giving little to no input and allowing learners / performers to take control. The advantages of this style is it may improve focus or concentration of the performers as they don't rely on leader - so increases responsibility. It may also increase problem-solving techniques due to lack of input from leader. Therefore, may be beneficial to individual sportspeople to increase their individuality and skills to solve problems by themselves e.g. in snooker, decide which is best next move. However, this is not a good style to use within big groups as it can cause the group to be out of control and lacking group cohesion due to people not ~~agreeing~~ agreeing or getting aggressive towards one another. Therefore, team sports such as football may benefit more off democratic style due to the slight control to enable arousal levels to remain constant.

## Question 10

### SECTION B – Sport and society

Answer ALL questions. Write your answers in the spaces provided.

10 Define the concept of Muscular Christianity.

(1)

Muscular Christianity was developed by Thomas Arnold and is the idea that developed morals and values within school boys to create more responsibility, more caring and respectful to one another. Encouraged that playing sport encouraged these values.

(Total for Question 10 = 1 mark)

## Question 11

11 Summarise **two** ways in which the status of females in sport has been promoted.

(2)

Role Models, in the MVP ~~to~~ interviews part games, many interviewers are female.

Equal win prize, Wimbledon showed ~~the~~ equality in 50/50 prize to ~~a~~ female and male. Showing the status of female is the same as male in sport.

(Total for Question 11 = 2 marks)

## Question 12

**12** State **two** features of the games and pastimes undertaken by the aristocracy in pre-industrial Britain.

These games were often exclusive to the aristocracy, not allowing for people outside their circles to join. These games <sup>(2)</sup> also often used ~~expensive~~ equipment ~~and~~ since aristocracy had capital to buy/make.

(Total for Question 12 = 2 marks)

## Question 13

13 Outline three features of rational recreation of sport in the post-industrial era.

(3)

- rules were established by NGBs as there was <sup>improved</sup> education
- factory teams emerged which were financed by factory owners
- specific sporting areas / grounds were established that also meant spectators could attend
- fixtures / leagues were established as teams could now travel to compete.

(Total for Question 13 = 3 marks)

## Question 14

14 Summarise **four** consequences of the increased use of social media by sports supporters.

(4)

Increased social media use allows fans to watch sport from all over the world. This impacts local clubs of lower quality as fans stream better teams instead of supporting them. It increases the number of "Armchair" supporters who can watch games on their phone instead of moving creating a sedentary lifestyle. Social media in the hands of sports fans turns athletes into celebrities, this fame and pressure impacts their need to succeed and could lead to denance in order to win at all costs. Furthermore this fame turns athletes into role models which means any negative behaviour will poorly impact the young generation & reflect badly on the sport.

(Total for Question 14 = 4 marks)



## Question 15

+ exposure + participation  
15 Examine the advantages and disadvantages of competitive sports fixtures being played on different continents.

(8)

One advantage of competitive sports fixtures being played on different continents is that it can increase the ~~sports~~ profits of the sport as the sport is gaining exposure from this, and the more exposure means more viewers, which can lead to an increase ~~in~~ income for the sport and teams/performers ~~is~~ involved. Income for continent also to increase standard of living

However, a disadvantage of this could be fan experience. An example of this could be the price, because say a lifetime fan who goes to every game finds out their teams next game is on the other side of the world in a complete different continent, it would ~~the~~ cost them a lot of money for tickets, travel and accommodation, so it can be a disadvantages for the true supporters of their teams.

Another advantage could be that this can increase the participation rate of the sport as the more people ~~are~~ who are able to watch the sport, then want to take part, which benefits the people of the country/continent as

## Question 15 continued

increase in participation of sport can lead to ~~the~~ a healthier population, and could also lead to a ~~se~~ strong future for the continent of the ~~sport~~ ~~sport~~ fixtures are played in that sport as young peoples participation increase can lead to an increase in how good the nation may be at that sport in the future.

~~Another~~ ~~dis~~

Although, another disadvantage may be the ~~the bad media coverage of the country~~ ~~which could lead to exposure and~~ travelling required by a team and the climate change. ~~For~~ For example, if a team in ~~ice~~ Iceland were to travel to Australia to play a sports fixture, this would have a disadvantage for the players as the travel time can make performers extremely tired and on top of that, the change of climate can ~~effect~~ negatively affect the performers ~~on~~ physical health and can lead to many injuries.

In conclusion I ~~believe~~ believe that the advantages to playing competitive sporting fixtures in different continents outweigh the disadvantages.

(Total for Question 15 = 8 marks)



## Question 16

16. Evaluate the impact of labour migration on world sport.

- bought from other countries
  - players - better opportunities, better payed, more exposure
  - help form pos views of other cultures
  - less homegrown players
  - less player loyalty
- (15)
- Grow sport globally

labour migration is when players are bought and sold to ~~some~~ teams in countries across world. For example Cristiano Ronaldo was bought from Manchester United (UK) to Al Nassr (Saudi). labour migration can grow sport globally. For example, football is not as big in Saudi as other regions however bringing in a hugely famous player to the team and league like Ronaldo will grow the popularity of football in Saudi and therefore spreading football globally.

It gives players ~~from~~ better opportunities (like playing for big club like United) and allows players to be better payed when they move from lower club to better club.

Buying players from other countries can build better relations with these countries and better the views of fans to those cultures. For example, if City ~~has~~ bought in a player from Mexico and he is a hard working great professional, city fans will form better schema and stereotype of Mexico/Mexicans.

## Question 16 continued

However, players being bought in from other countries means there are less home-grown players given opportunity in teams. They grew up watching and playing in their academy. Also, players bought from other countries are less likely to be loyal to their club which is frustrating to fans.

Many would say the positives outweigh the negatives as growing the sport is the most important thing - which is achieved through labour migration.

# Question 17

★

17\* Discuss the advantages and disadvantages of hosting a summer Olympic Games.

Use your knowledge and understanding from across the course of study to answer this question.

Use the information in **Table 1** to support your answer.

(15)

| Host city      | Year | Cost           | TV revenue    |
|----------------|------|----------------|---------------|
| Tokyo          | 2021 | £24.21 billion | £2.50 billion |
| Rio de Janeiro | 2016 | £11.85 billion | £2.30 billion |
| London         | 2012 | £12.97 billion | £2.06 billion |
| Beijing        | 2008 | £5.88 billion  | £1.40 billion |

21.71b dif

9.55b

10.91b

4.48b

Adapted source: [www.statista.com/chart/5424](http://www.statista.com/chart/5424)

**Table 1**

One advantage of hosting a summer Olympic Games is that it increases tourism to that country. Spectators will spend money on food, hotels, transport and merchandise when they come to watch which helps to boost the host's country's economy meaning extra money can be spent on other services. However, the profits from hosting the Olympics is often low and potentially none as the costs of hosting outweighs the income. Since 2008 the costs of hosting the Olympics has skyrocketed from £5.88 billion in Beijing to £24.21 billion in 2021 Tokyo. But the TV revenue has only increased slightly from £1.4 billion in 2008 to £2.50 billion in 2021 meaning there is still a large deficit in profit.

## Question 17 continued

Another advantage of hosting a summer Olympic games is that it can lead to rejuvenation and urbanisation in run down areas. For example, the Olympic Village in the London 2012 Olympics was built in a very run down area which now provides better homes and business to those who live there. This improves the citizens quality of life and makes society much happier. Furthermore, the sporting facilities which were built provide accessibility to those sports in that area which helps to improve participation. Despite this though, if the facilities aren't maintained then they will become abandoned and end up neglected which could result in them becoming locations of illegal activity such as drug dealing, negatively impacting society.

Hosting a summer Olympic Games will increase the country's profile due to an increase in media following the games and the athletes. This can help to develop recognition of local athletes making them role models for young children across the world which helps to motivate and encourage participation. Therefore, this leads to a more healthy population as exercise will help to combat the issue of obesity across all generations allowing pressure on health services such as the NHS to be relieved and money to be better

## Question 17 continued

spent on improving technology, facilities and conducting research into new treatments and medicines which will also impact the athletes when it comes to injuries.

Unfortunately though, not all media is good media and so one small error could lead to people never wanting to host the Olympics again. In the 1972 Olympics in Munich a terrorist attack occurred due to a lack of security with many Israeli athletes being kidnapped and killed. This meant the ~~year~~ next Olympics in 1976 in Montreal, an excess amount of security was paid for which was one of the factors which led to the city going bankrupt. ~~For~~ This reduced the want to host the Olympics as other countries feared they would end up in the same situation.

Hosting the summer Olympics helps to increase sponsors and endorsement to the different teams and sports ~~to~~. This enables for better training facilities and equipment for lots of the athletes which will ensure that during the games the best athletes from across the world are all brought together.

# Extended Answers





# Extended answers

## A guide to command words by question type (taxonomy)

The table below is to identify which command words should be used against the specific question types and AO. No more than one command word should be tested within a question.

| Question type         | Used for  | Expected response                          | Command word | Definition of command word  | AO coverage                        | Knowledge in isolation |
|-----------------------|---|--|--------------|---|------------------------------------|------------------------|
| Short closed response | Single operation responses - simple recall, or simple application or categorisation | Single word/ answer/fragment of a sentence | Classify     | Group or place on a scale   | AO1                                | Yes                    |
|                       |   |  | Give         | The recall of a fact or an example  | AO1                                | Yes                    |
|                       |   |  | List         | The recall of a series of names or things   | AO1                                | Yes                    |
|                       |   |  | Name         | The recall of a word or set of words by which someone or something is known   | AO1                                | Yes                    |
|                       |   |  | State        | The recall of a fact or an example  | AO1                                | Yes                    |
| Short open response   | Simple content topics   | Up to two sentences                        | Define       | Statement of translation  | AO1                                | Yes                    |
|                       |   |  | Describe     | An account of something without reasons   | AO2                                |                        |
|                       |   |  | Identify     | Establish or indicate who or what someone or something is   | AO1                                | Yes                    |
|                       |   |  | Outline      | A brief account of non-linked points  | AO1                                | Yes                    |
| Long open response    | More complex content topics   | Up to a couple of paragraphs               | Assess       | An account of something with the relative importance of ideas balanced against each other and an evaluative statement | AO2 – 4 marks<br>AO3 – 4 marks     |                        |
|                       |   |  | Examine      | Justification or exemplification of a point using analysis or evaluation  | AO1 – 3/4 marks<br>AO3 – 3/4 marks |                        |

# Extended Answers

|                     |  |       |           |  |   |  |
|---------------------|--|-------|-----------|--|---|--|
|                     |  |       | Explain   | How and why, meaning of something with reasons   | AO1 / AO2   |  |
|                     |  |       | Justify   | Articulate a viewpoint with reasons  | AO1 – 4 marks<br>AO3 – 4 marks                        |  |
|                     |  |       | Summarise | Express the most important facts or ideas about something                                    | AO1 / AO2 / AO3                                       |  |
|                     |  |       | Consider  | Analysis of a stimulus to make a judgement   | AO3   |  |
| Extended response   | Synoptic drawing together conclusion   | Essay | Compare   | Explore similarities and differences between two or more factors                             | AO1 – 4/5 marks<br>AO2 – 4/5 marks<br>AO3 – 4/5 marks |  |
|                     |  |       | Discuss   | Explore issues, lines of reasoning and situations, articulating different viewpoints         | AO1 – 4/5 marks<br>AO3 – 8/10 marks                   |  |
|                     |  |       | Evaluate  | Use analysis to make a judgement   | AO2 – 4/5 marks<br>AO3 – 8/10 marks                   |  |
|                     |  |       | Analyse   | Examine something methodically and in detail, typically in order to explain and interpret it | AO2 – 4/5 marks<br>AO3 – 8/10 marks                   |  |
| Quantitative skills | Interpret a graph or set of data, plot |       | Suggest   | Analysis or evaluation of a data based stimulus  | AO3   |  |

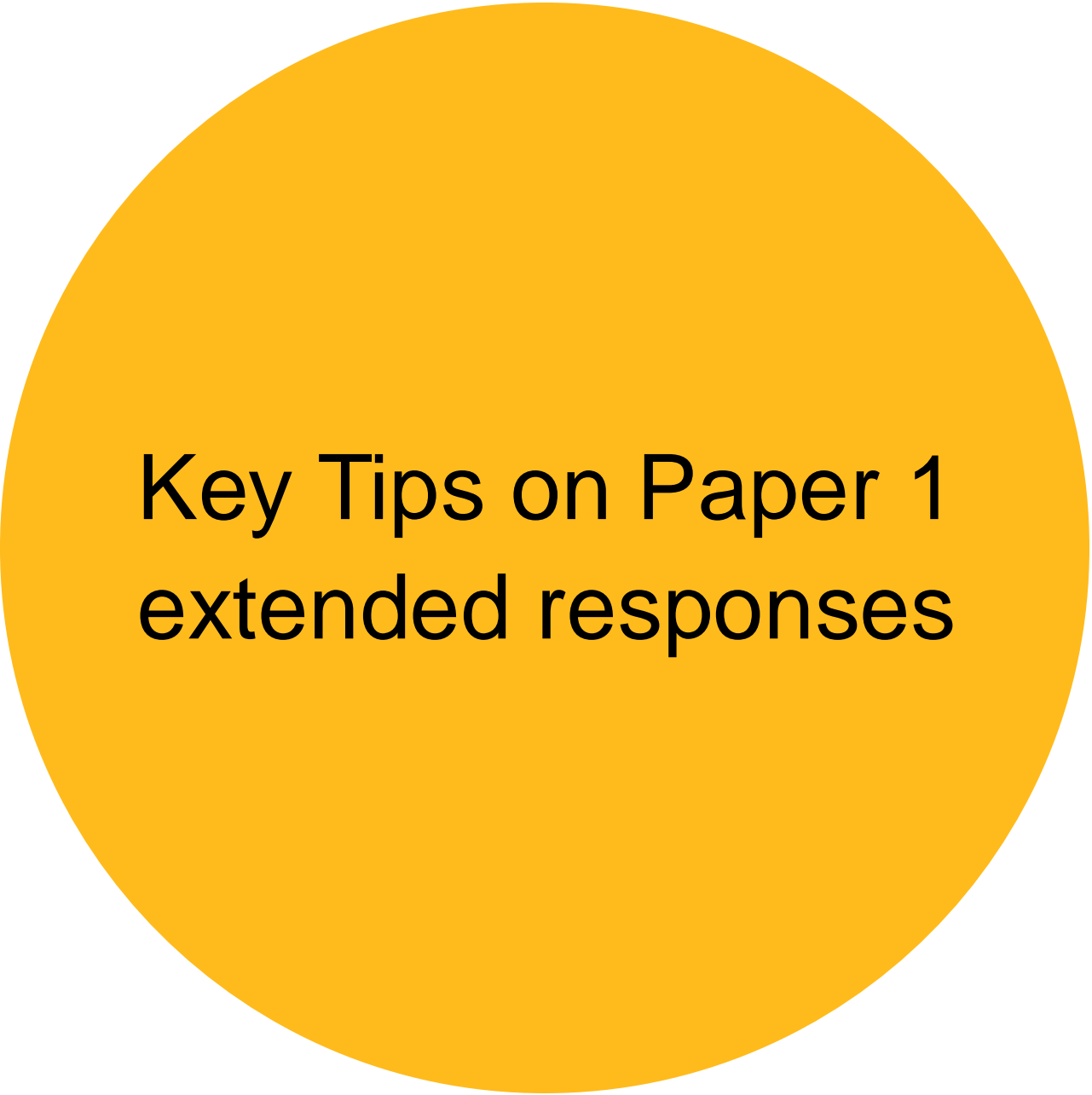


# Extended Answers

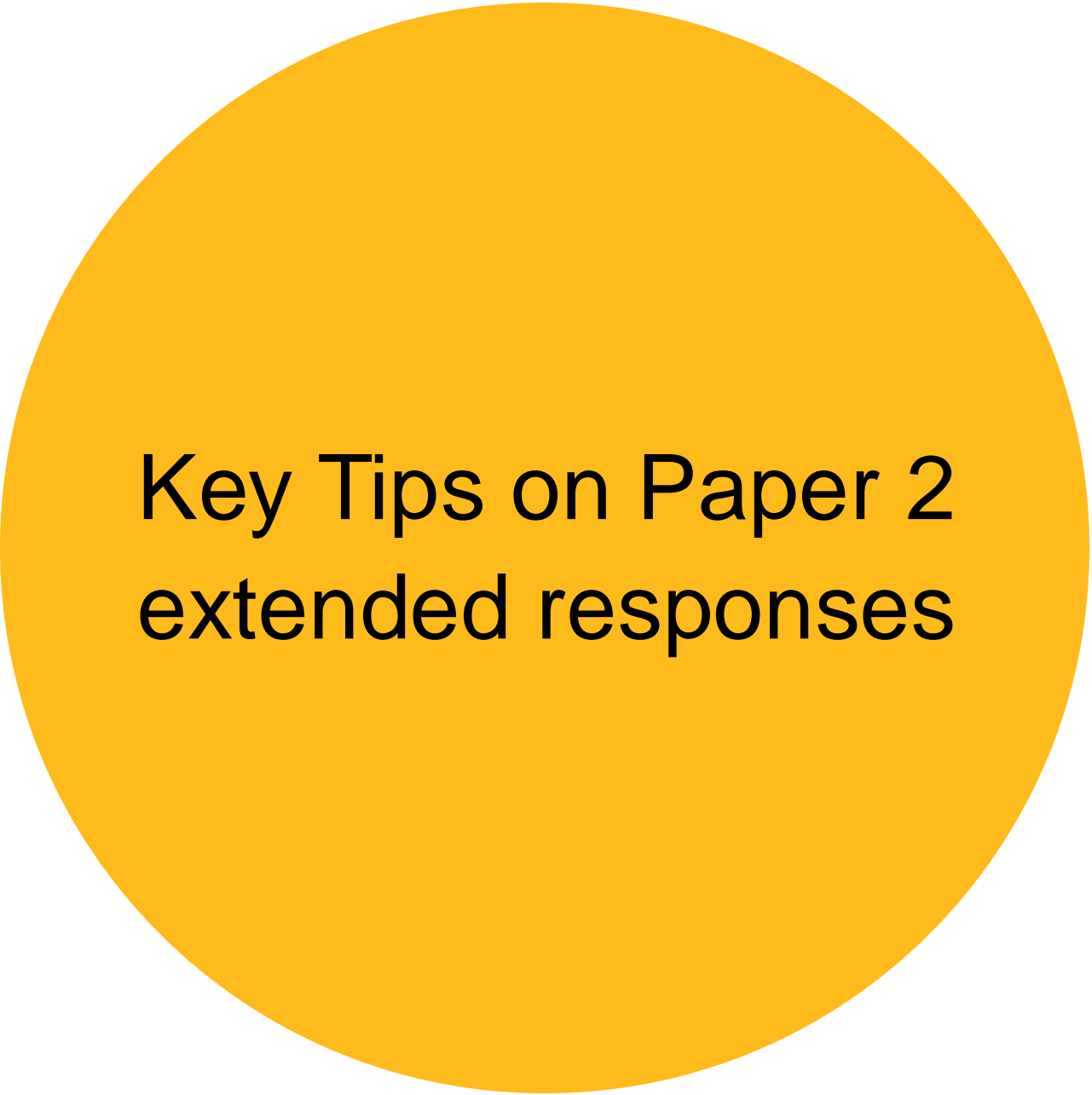
|   |           |      |  |
|---|-----------|------|--|
|   |           |      | <ul style="list-style-type: none"> <li>• Negotiate a route through a problem or calculation, that is, there are points where a candidate can get stuck.</li> <li>• Use and apply conceptual knowledge to describe or explain phenomena that requires linkage.</li> <li>• Select appropriate procedures involving two or more linked steps.</li> <li>• Demonstrate use of knowledge. Apply a set of rules or protocols to a situation.</li> <li>• Identify cause and effect.</li> <li>• Apply skills or concept to a task</li> <li>• Interpret or use data or graphs. Convert information from one form to another.</li> </ul>  |
| Long<br>open/extended<br>response<br>Calculations | Analyse   | High | <p>More complex and abstract ideas and may include unfamiliar contexts. Candidates need to consider a number of ideas and transfer knowledge</p> <ul style="list-style-type: none"> <li>• Analyse complex information or data. Use evidence. Draw conclusions from different observations.</li> <li>• Use concepts to solve problems. Work with complex concepts.</li> <li>• Synthesise or evaluate evidence. Use conjecture. Make predictions. Justify.</li> <li>• Analyse complex information or data, synthesise or evaluate evidence, justify, reason given various sources demonstrating complex linkage, develop a plan or sequence of steps to approach a problem.</li> <li>• Reason giving various sources demonstrating complex linkage.</li> <li>• Develop logical argument from a concept.</li> <li>• Develop a complex plan or sequence of steps to approach a problem.</li> </ul> |
|   | Assess    |      |  |
|   | Compare   |      |  |
|   | Discuss   |      |  |
|   | Examine   |      |  |
|   | Evaluate  |      |  |
|   | Suggest   |      |  |
|   | Interpret |      |  |

# Summary



A large, solid yellow circle is centered on a white background. Inside the circle, the text "Key Tips on Paper 1" is written in a large, black, sans-serif font. Below it, the text "extended responses" is written in a slightly smaller, black, sans-serif font.

Key Tips on Paper 1  
extended responses

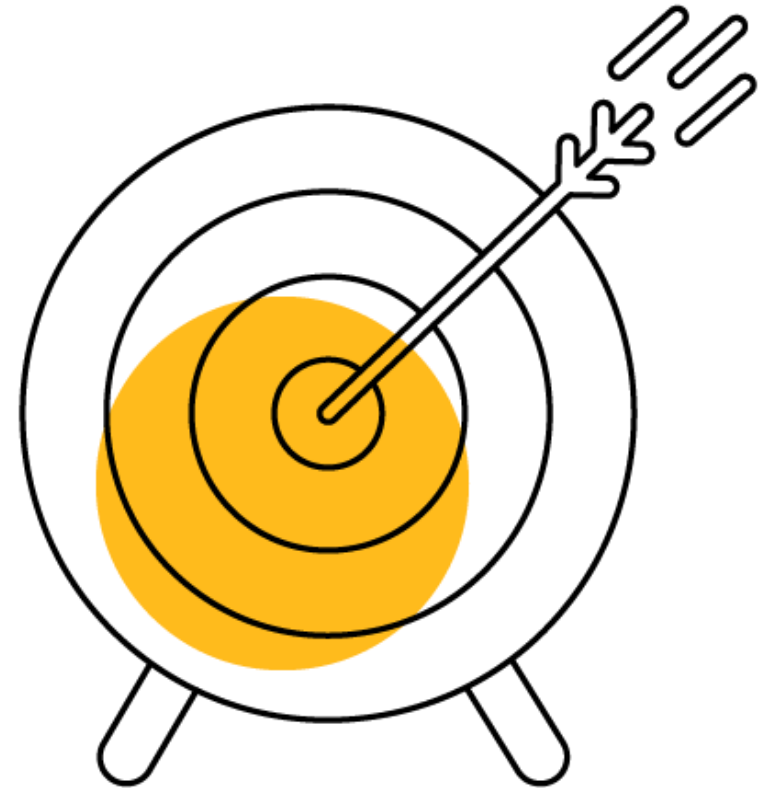
A large, solid yellow circle is centered on a white background. Inside the circle, the text "Key Tips on Paper 2" is written in a large, black, sans-serif font. Below it, the text "extended responses" is written in a slightly smaller, black, sans-serif font.

Key Tips on Paper 2  
extended responses

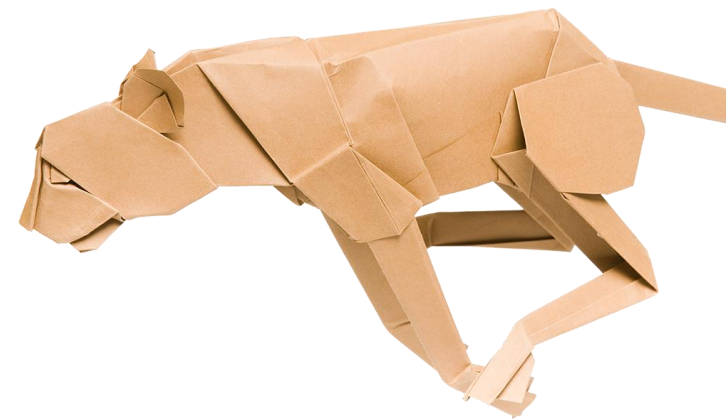
# Summary

In this session we explored Paper 1 and Paper 2, as well as how to complete extended responses.

- Don't forget to use the Inside Track Magazine!
- Use the specification glossary – as a teaching resource
- Use the Topic Guides as guidance for teaching

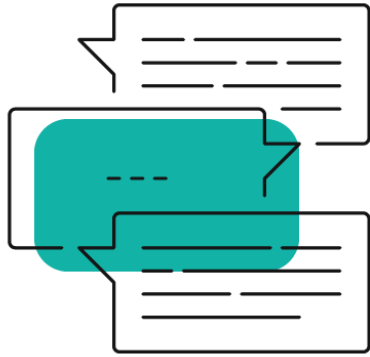


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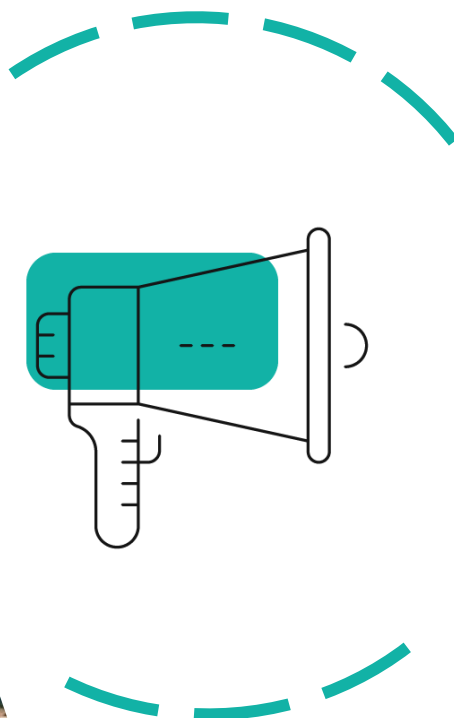


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