



AS
PHYSICAL EDUCATION
7581/W

Paper 1 Factors affecting participation in physical activity and sport

Mark scheme

June 2019

Version 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

Applied physiology

0 1

Which type of summation is shown in **Figure 1**?

[1 mark]

Marks for this question: AO2 = 1

C

0 2

Identify the plane and axis of motion for the action occurring at the elbow joint from position **A** to position **B**.

[1 mark]

Marks for this question: AO2 = 1

C

0 3

Calculate minute ventilation during medium intensity exercise.

[2 marks]

Marks for this question: AO2 = 2

Two marks for the correct answer with correct units: 60 l/min (2)

One mark for correct workings **or** correct answer without units: Respiratory Rate x Tidal Volume / 30 x 2 / 60 (1)

Maximum 2 marks

0 4

Describe how the body redistributes blood to the skeletal muscles during exercise.

[4 marks]

Marks for this question: AO1 = 4

Award **one** mark for any of the following points.

- Chemoreceptors / baroreceptors / proprioceptors detect changes (change in blood pressure, change in movement, change in acidity of blood) due to exercise (1)
- Vasomotor centre / medulla oblongata controls the blood flow (1)
- (At nonessential organs) increased sympathetic nervous impulses / (Pre-capillary) sphincters contract/close/cause vasoconstriction (1)
- (At the working muscles) decreased sympathetic nervous impulses / (Pre-capillary) sphincters relax/open/cause vasodilation (1)
- Vasoconstriction occurs to nonessential organs / vasodilation occurs to working muscles (1)

Accept any other appropriate descriptions of how the body redistributes blood to the skeletal muscles during exercise.

Maximum 4 marks

- 0 5 . 1** Describe how the tennis player can use the principles of specificity **and** progressive overload in their weight training programme.

[3 marks]

Marks for this question: AO1 = 3

Sub-max 2 marks for specificity

- The tennis player will use specificity to ensure the strength training programme is relevant/best suited to tennis (1)
- The tennis player will specifically target muscle groups (1)
- The tennis player may target an energy system (1)
- The tennis player will specifically target particular/relevant movements/actions (1)
- The tennis player may target particular/relevant muscle fibre types (1)

Sub-max 2 marks progressive overload

- The tennis player may use/apply the FITT principles to progress training/progressively overload (1)
- The tennis player will need to ensure they gradually work harder/increase intensity/lift/move more weight to overload (1)
- The tennis player could increase the frequency of the sessions (1)
- The tennis player could increase the time they lift/move weight for/ reps and sets (1)

Accept any other appropriate description of how a tennis player can use the principles of specificity and progressive overload in a weight training programme.

Maximum 3 marks

- 0 5 . 2** Discuss the impact of a weight training programme on the performance of the tennis player.

[3 marks]

Marks for this question: AO3 = 3

Sub-max 2 advantages

- (Increase strength) Could lead to a more forceful shot/serve/making it harder for the opponent to return the ball (1)
- (increase in power) Jump higher/move quicker around the court to return balls/reach a ball quicker/hit ball harder and quicker (1)
- (Increase in muscular endurance) Maintain quality/force of the shot for longer (1)
- Used in prehab/rehab work to prevent/limit the impact of injuries (1)

Sub-max 2 disadvantages

- Strength training may cause injury if not conducted properly and overload occurs too quickly, resulting in time out from the game (1)
- The extra muscle mass formed from strength training may lead to the player becoming less flexible which decreases their reach (1)
- The extra muscle mass may make the player less mobile (1)
- The extra muscle mass may result in the player fatiguing more easily (carrying/moving more mass) around the court, meaning they are slower to return a shot (1)

Accept any other appropriately impacted advantages and disadvantages of a weight training programme on the performance of the tennis player.

Maximum 3 marks

- 0 6 . 1** Explain the role of muscle spindles and Golgi tendon organs in proprioceptive neuromuscular facilitation (PNF).

[4 marks]

Marks for this question: AO1 = 4

Sub-max 3 The muscle spindles:

- Detect an increase in muscle length/how far/fast a muscle is stretched (1)
- Send a message to the nervous system (1)
- During PNF the muscle spindles will initiate a stretch reflex / muscle contraction (1)
- This can prevent over stretching (1)

Sub-max 3 Golgi-tendon organs:

- Detect increased tension in a muscle (1)
- Send inhibitory signals/autogenic inhibition/override stretch reflex (1)
- Cause muscle to relax (1)

Accept any other appropriate explanation of the role of muscle spindles and Golgi tendon organs in proprioceptive neuromuscular facilitation (PNF).

Maximum 4 marks

- 0 6 . 2** Suggest how PNF could improve the performance of the hurdler.

[2 marks]

Marks for this question: AO3 = 2

- The hurdlers improved range of movement/flexibility would allow them to clear the hurdles with more ease (1)
- The hurdlers increased range of motion/flexibility would allow them to improve stride length, generating more power/velocity (1)
- The hurdlers increased range of motion/flexibility would support the hurdler to generate a more fluid/efficient stride pattern (1)
- PNF may help to minimise the risk of injury, allowing them to continue training and performing (1)

Do not credit jumping higher.

Accept any other appropriate suggestions for how PNF stretching could improve the performance of the 110m hurdler.

Maximum 2 marks

0 7

Analyse how factors affecting stability can affect the success of a rugby player's tackle.

[8 marks]

Marks for this question: AO1 = 2, AO2 = 3, AO3 = 3

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

Level	Marks	Description
4	7-8	<p>Knowledge is consistently accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is consistently used. The answer almost always demonstrates substantiated reasoning, clarity, structure and focus.</p>
3	5-6	<p>Knowledge is usually accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent. Relevant terminology is often used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.</p>
2	3-4	<p>Knowledge is sometimes accurate with some detail. Application of breadth or depth of knowledge is sometimes evident. Analysis and/or evaluation is sometimes made between different relevant factors and their impact, but may lack coherence. Relevant terminology is sometimes used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and focus.</p>
1	1-2	<p>Knowledge may be limited. Application of breadth or depth of knowledge may be limited or not evident. There may be little or no analysis and/or evaluation between different relevant factors and their impact. Relevant terminology is occasionally used. The answer may lack substantiated reasoning, clarity, structure and focus.</p>
	0	No relevant content.

Possible content may include:

AO1 – Knowledge of factors affecting stability.

- Centre of mass (COM), height of COM, width of base of support, mass of performer, line of gravity and friction.
- Description of how factors impact stability in general terms e.g. Mass of player- greater the mass the more stable. Base of support - the wider the base of support, the more stable.

AO2 – Application of factors affecting stability to a rugby player making the tackle.

- Line of gravity – the tackler will try and have this aiming through middle of the base of support to increase stability.
- The tackler's line of gravity is positioned in the middle of the base of support.
- The tackler has created a wide base of support by increasing the width of their feet which will increase stability.
- The tackler has both feet in contact with the ground, rather than one leg, which increases contact points and stability.
- The tackler has lowered their centre of mass by flexing/bending the knees.
- The tackler's mass is large which increases stability. Accept reverse for player with ball (relative to Figure 4)
- The tackler's footwear/boots will support an increase in friction by the studs gripping in the ground.
- If the tackler has poor footwear/boots or the ground is wet/slippery they may not gain a lot of friction and this could affect their movement into the tackle.

AO3 – Analyse how the factors affecting stability can affect the success of the tackle.

- Too much mass may make the player less stable, however may affect the dynamics/mobility/loss of stability when making the tackle.
- There will be an optimal width for the base of support, too wide and the tackler will lose dynamics/ability to change direction quickly, too narrow and the player compromises stability and effectiveness of the tackle.
- The tackler may shift this line of gravity closer to the edge of the base of support, to enhance a change in direction for the tackle.
- Altering height of COM could enable the player to tackle more effectively, by lowering tackling legs/hips to take player down or moving higher to regain possession of the ball.

Accept any other appropriate analysis of how factors affecting stability can influence/affect the rugby player making a tackle.

Maximum 8 marks

Section B

Skill acquisition and sports psychology

0 8

Identify which stage of learning a performer would be at if they are creating a mental picture of the skill.

[1 mark]

Marks for this question: AO1 = 1

C

0 9

Which one of these represents the catastrophe theory of arousal?

[1 mark]

Marks for this question: AO1 = 1

C

1 0 . 1

Explain how co-ordination losses could be the cause of the team's recent defeats.

Use practical examples to support your answer.

[3 marks]

Marks for this question: AO2 = 3

Explanation must be through practical examples to be awarded marks.

- Players fail to listen to a coaches instruction e.g. not tracking back (1)
- Players do not understand the coaches instructions about tactics e.g. players may not understand the importance of retaining possession (1)
- Players fail to communicate effectively on the pitch e.g. leaving a player free/unmarked to receive pass without asking for cover (1)
- Players fail to understand their role within a given set piece e.g. standing in the wrong position at a corner (1)
- Lack of teamwork/cohesion e.g. calling for the ball, planning tactics at a corner (1)

Accept other appropriate explanations for how coordination factors could be the cause of the team's recent defeats. Answers must be explained through practical examples.

Maximum 3 marks

1 0 . 2 Explain how the hockey coach could overcome co-ordination losses within the team.

Use practical examples to support your answer.

[3 marks]

Marks for this question: AO2 = 3

Explanation must be through practical examples to be awarded marks.

- The coach could set team targets/individual targets e.g. retaining possession for a set number of passes (1)
- The coach could work on specific tactics/strategies/drills e.g. man marking (1)
- The coach could utilise team talks e.g. explaining tactics and strategy (1)
- The coach could ensure everyone understands their role within the team e.g. positions/systems (1)
- The coach may use video analysis to highlight the coordination errors e.g. players out of position (1)
- The coach could improve communication skills between players e.g. specific training/team drills/team bonding sessions (1)
- The coach could include team/group cohesion e.g. setting up specific drills/training that involve players needing to work more closely together (1)

Answers must be explained through practical examples.

Accept other appropriate explanations as to how a coach could overcome coordination losses.

Maximum 3 marks

1 1 . 1 Justify the classification of a free throw on the following three continua:

[3 marks]

Marks for this question: AO3 = 3

Award **one** mark for any of the following points.

- Closed – as the environment is predictable/stable, no other performers affect/closed as the skill can be repeated consistently with very few decisions (1)
- Self-paced – as the performer controls when/how fast the shot is performed/externally paced as players must shoot in the designated time period (1)
- Discrete – as the skill has a clear beginning and end (1)

Accept other appropriate justifications for the classification of a free throw.

Maximum 3 marks

- 1 1 . 2** Discuss whether massed practice is suitable for a basketball player to develop the skill of a free throw.

[4 marks]

Marks for this question: AO3 = 4

Advantages (Sub-max 2 marks)

The free throw has natural breaks, therefore massed practice good as no need for recovery (1)
 Massed practice is good if performer is in autonomous stage of learning/experienced as the free-throw can be performed repetitively and efficiently, without losing technique (1)
 Massed practice can support adopting a quicker feel/kinaesthesia/habitual response for the free-throw (1)
 Massed practice can be used quickly to allow the performer to move on to other skills/parts of the game during a training session (1)

Disadvantages (Sub-max 2 marks)

Massed practice not suitable if cognitive learner as the basketball player may develop the wrong/incorrect technique (1)
 Massed practice may not allow enough time for the basketball player to receive feedback and therefore not allow them to improve their technique (1)
 Massed practice can become boring/repetitive, which leads to a loss of motivation/confidence to continue shooting (1)
 Massed practice could fatigue a less fit player and therefore their technique may deteriorate, resulting in frustration or injury occur, which may hinder future training/performance (1)
 Repeated failure can result in loss of motivation/confidence to continue shooting (1)

Accept other appropriate impacted advantages and disadvantages of massed practice for a basketball player developing the skill of a free throw.

Maximum 4 marks

- 1 2** Operant conditioning is based upon developing a stimulus-response bond.

Explain how a coach could strengthen the stimulus-response bond for a player passing a ball in a game of football.

[2 marks]

Marks for this question: AO2 = 2

- Positive reinforcement – when a player makes the correct pass then the coach may offer praise or a reward to encourage the correct response to be repeated (1)
- Negative reinforcement – A coach may make negative comments when a player miss places a pass, but stop making/remove these comments when the correct pass is made (1)

. Explanation must include reference to positive or negative reinforcement.

Accept any other appropriate explanations of how a coach could strengthen the stimulus-response bond for a player passing a ball in football.

Maximum 2 marks

1 3 . 1 Describe the frustration-aggression hypothesis.

[1 marks]

Marks for this question: AO1 = 1

Frustration aggression theory states that when goals are blocked frustration occurs, which then leads to aggression (1)

Accept any other appropriate descriptions of what the frustration-aggression hypothesis is.

Maximum 1 mark

1 3 . 2 Suggest why a bad tackle may take place. Refer to the frustration-aggression hypothesis.

[2 marks]

Marks for this question: AO3 = 2

- (The player may have been prevented from achieving their goal) e.g. beating their opponent which leads to a blocked goal, which results in frustration (1)
- This leads to an aggressive act of a bad tackle (which leads to catharsis) (1)
- Catharsis only achieved when aggressive act e.g. bad tackle is achieved/aggression released/frustration lowered (1)
- However, if the player is unable to release this aggression then they may try to retaliate or release at another time as they remain frustrated (1)
- If the player is punished this could lead to further frustration and subsequent further aggression (1)

Accept any other appropriate suggestions for why the bad tackle may have taken place.

Maximum 2 marks

1 4

Analyse how athletes could use goal setting to increase the effectiveness of periodisation when training for an Olympic Games.

[8 marks]

Marks for this question: AO1 = 2, AO2 = 3, AO3 = 3

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

Level	Marks	Description
4	7-8	Knowledge is consistently accurate and well detailed. Application of breadth or depth of knowledge is clearly evident. Analysis and/or evaluation is coherently and consistently made between different relevant factors and their impact. Relevant terminology is consistently used. The answer almost always demonstrates substantiated reasoning, clarity, structure and focus.
3	5-6	Knowledge is usually accurate and detailed. Application of breadth or depth of knowledge is often evident. Analysis and/or evaluation is often made between different relevant factors and their impact, and is usually coherent. Relevant terminology is often used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
2	3-4	Knowledge is sometimes accurate with some detail. Application of breadth or depth of knowledge is sometimes evident. Analysis and/or evaluation is sometimes made between different relevant factors and their impact, but may lack coherence. Relevant terminology is sometimes used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and focus.
1	1-2	Knowledge may be limited. Application of breadth or depth of knowledge may be limited or not evident. There may be little or no analysis and/or evaluation between different relevant factors and their impact. Relevant terminology is occasionally used. The answer may lack substantiated reasoning, clarity, structure and focus.
	0	No relevant content.

Possible content may include:

AO1 – Knowledge of periodisation

- Periodisation is dividing training into blocks.
- Macrocycle/mesocycle/microcycle, broken into preparation, competition, transition, tapering and recovery periods.
- Descriptions of each cycle or phase/stage.

AO1 – Knowledge of goal-setting

- Goal setting can be outcome, task orientated, performance or process goals.
- Goal setting can use SMARTER principles.

AO2 – Application of periodisation and goal-setting to an Olympian/athlete preparing and training for a big competition

- Macrocycle will be the big period for the Olympian, the 4 year plan as they build to the Olympics.
- During the transition period, following a competition, the athlete will look to recover mentally and physically before the next competition.
- The athlete will block their training into mesocycles, where they will focus on developing particular aspects of their performance, e.g. speed or power.
- Each mesocycle may then be divided into microcycles, weekly plans. Here the athlete may divide the week up into days of training, Monday S and C, Tuesday speed, Wednesday rest day, Thursday practice session.
- The athlete may reduce their training quantity prior to competition; this will usually occur a couple of days prior to competition.
- The athlete may set outcome goals relating to their competition success.
- Task-orientated goals may be applied to particular aspects of performance e.g. the start, average speed.
- Process goals may focus upon developing improvements in overall speed or time around the track/in the pool/technically focused.
- Performance goals may relate to improving technique or outcomes in relation to previous performances.
- The athlete may need to undertake double periodisation, to ensure they peak for key competitions.
- It is important for the athlete to peak their performance in a particular timeframe.
- Transition periods will avoid injury, fatigue and allow the athlete to completely recovery.

AO3 – Analysis of the impact of goal setting upon periodisation to enhance preparation and training for big competition.

- Effective goal-setting should allow athlete to get the most out of their blocks of training.
- Effective goal setting will continue to motivate the athlete ensuring they continue to train effectively, putting all their effort in, to increase fitness levels or skill development during each microcycle.
- Outcome goals for macrocycle, targeting a Gold medal, provides motivation/aspirations which may make them train harder.
- Task orientated goals during minor competition periods, may focus on particular aspects of performance to ensure development occurs in technique/momentum is being gained in performance.
- Performance goals for preparation period, ensuring the athlete meets levels of fitness/technique.
- If the athlete can see improvements in their fitness and technique through effective goal-setting their confidence will increase and this will maintain motivation to continue training.
- Goal-setting may be used to sustain the performer's effort, as they strive to achieve a particular target set.

- The athlete and coach may need to monitor targets set to ensure they do not cause over training, fatigue or injury.
- The coach and athlete may consider the use of the SMARTER principle, to ensure that goals are achievable and maintain the motivation to keep training.

Accept any other appropriate analysis of how athletes could use goal setting to increase the effectiveness of periodisation when training for an Olympic Games.

Section C

Sport and society and technology in sport

1 5

Identify the correct timeline of events that influenced the development of rational recreation.

[1 mark]

Marks for this question: AO1 = 1

C

1 6

Identify the correct combination of characteristics that represent real tennis. [1 mark]

Marks for this question: AO1 = 1

A

1 7

The nineteenth century saw the emergence of the middle classes, who had a greater social conscience to the development of sport.

Explain how the middle classes contributed to the development of lawn tennis during this period.

[2 marks]

Marks for this question: AO2 = 2

- Middle class formed NGB, the Lawn Tennis Association (1)
- Middle class supported the codification of tennis/the development of rules/development of equipment/clubs (1)
- Middle class supported the development of competitions/they developed league and competition structures/tournaments (1)
- Middle class supported women in participating in lawn tennis (1)

Answers must relate to the nineteenth century

Accept any other appropriate explanations of how the middle classes contributed to the development of lawn tennis.

Maximum 2 marks

1 8

Explain how the church promoted sport and recreation among their local communities during the mid-to-late nineteenth century.

[3 marks]

Marks for this question: AO2 = 3

Encourage social control e.g. improving behaviour and diverting from less social behaviours (1)
 Churches offered the use of halls which increased the availability of facilities/spaces for sport and recreation to be played (1)
 Churches looked to increase the morality and values of society through sport and recreation (1)
 Churches organised teams/fixtures/leagues which encouraged participation in sport (1)
 The church utilised sport and recreation to promote Christian values and increase church attendances (1)
 The church promoted muscular Christianity through sport (1)

Accept any other appropriate explanations of how the church promoted sport and recreation among their local communities during the mid-to-late nineteenth century.

Maximum 3 marks

1 9

Cristiano Ronaldo is one of the most followed athletes on Twitter. In 2015 he was the first athlete on social media to pass 50 million likes on his Facebook page.

Discuss the impact this exposure could have upon professional athletes.

[3 marks]

Marks for this question: AO3 = 3

Sub-max 2 Advantages

Social media allows the athlete to reach a broad and worldwide audience allowing them to make more money through sponsorship/endorsements (1)
 Social media can bring an athlete in touch with their fans, communicating via social media, increasing their fan base/followers (1)
 Social media can further promote the athlete as a brand and image, supporting further opportunities/career opportunities (1)

Sub-max 2 Disadvantages

Social media may expose negative aspects of the athletes private life, meaning their public image is tarnished (1)
 Social media may provide an opportunity for the public to criticise the athletes performance, decreasing confidence/drive/motivation to train or play (1)
 Inappropriate comments made by a player on social media become public very quickly and may hinder career prospects/further opportunity (1)

Accept any other appropriate discussion point around the impact of social media exposure upon professional athletes.

Maximum 3 marks

2 0 . 1 Define social stratification.

[1 mark]

Marks for this question: AO1 = 1

- Social stratification is a type of social inequality / division associated to characteristics of wealth or status (1)

Accept any other appropriate definition of social stratification.

2 0 . 2 Explain why social stratification can affect participation rates in skiing.

[2 marks]

Marks for this question: AO2 =2

- Those with increased wealth will be able to buy equipment to ski, compared to less wealthy (1)
- Increased wealth will allow individuals to travel to ski resorts (1)
- Those individuals that are able to participate in skiing because of wealth are more likely to compete in competitions/have coaching/lessons or become elite athletes (1)
- Lower participation rates from lower/working class people due to perception that skiing is a middle/upper class activity (1)

Accept the reverse of all points above.

Accept any other appropriate explanations of why social stratification can affect participation rates in skiing.

Maximum 2 marks

2 1 . 1 Analyse the factors that might influence the participation rates of the ethnic minority groups shown in **Table 2**.

[4 marks]

Marks for this question: AO3 = 4

From the data, it is evident that the white British group has a higher participation rate compared to the ethnic minority groups (1)

Ethnic minority groups may lack role models/confidence and self-esteem, which leaves a lack of inspiration for ethnic minority groups to get involved in a sport (1)

Ethnic minority groups may have conflict with culture/religion which prevents them becoming involved in sport (1)

Some ethnic minority groups may still be concerned about racism/discrimination, making them more likely to not play sport (1)

Some ethnic minority groups still stereotype participation in particular sports, which may put some individuals off from participating (1)

There may still be language barriers that are preventing participation and access for ethnic minority groups, which may hinder confidence/access to join a club (1)

Accept any other appropriate analysis of the factors that might influence the participation rates of ethnic minority groups.

Maximum 4 marks

2 1 . 2 Identify **three** possible solutions that could help to increase participation rates of ethnic minority groups.

[3 marks]

Marks for this question: AO1 = 3

Training more ethnic minority coaches and teachers (1)

Setting up more clubs/competitions (1)

Highlight more ethnic role models/advertisement/media in sport (1)

Education on less stereotyping/discrimination (1)

Punish any discrimination or racist acts (1)

Organise campaigns against racism (1)

Ensure PE provision inspires and motivates all ethnicities (1)

Only accept the first three identified solutions, even if written on same line.

Accept any other appropriate identification of solutions that could help to increase participation rates of ethnic minority groups.

Maximum 3 marks

2 2

In 2018, Alexis Sánchez became the highest earner in the Premier League with a reported wage of £350,000 per week.

Evaluate the impact that wages associated with modern day professionalism in association football have on the status and motivation of players.

[8 marks]

Marks for this question: AO1 = 2, AO2 = 3, AO3 = 3

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

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	0	No relevant content.

Possible content may include:

AO1 – Knowledge of modern day growth in professionalism and motivation

- Modern day professional is, respected for their talent, has more time to train, experience celebrity status and are positive role models in society.
- Motivation can be intrinsic or extrinsic, with extrinsic being tangible or intangible.

AO2 – Application of the status of professional in association football and motivation of players.

- The status of the player influences their ability to become role models/their responsibilities can increase.
- As status of player increases they may have more opportunity to access better facilities.
- As status of player increases they may be afforded more opportunities.
- The status of a player may encourage them to support charities more/public speaking opportunities.
- Players may gain sponsorship from status.
- Status of player may support an increase in sponsorship/commercial/media attention and branding opportunities.
- Players may receive high monetary rewards for their talents.
- More money is being invested in football due to professionalism.
- Professionals train full-time and have the benefit of utilising state of the art facilities and training equipment.
- Professional player may be motivated in different ways. Some will be intrinsically motivated, meaning they will play because of the love for the game and their own personal motivations.
- Other players may be extrinsically motivated by extrinsic rewards, which may be trophies or the wages they receive - tangible.
- Extrinsic motivation may be intangible, where by the player is motivated by the praise they receive, from manager, fellow competitors or spectators.

AO3 – Evaluation of the impact of high wage increases associated with professionalism have had on the status and motivation of players

- The increase in weekly wages could increase the intrinsic motivation of players to train harder and play better, which would increase their value and future wage demands, as well as making for a more entertaining game.
- On the other hand players may become overly reliant on extrinsic rewards of high wages and lose the intrinsic motivation, which could become detrimental to their efforts and values.
- Some players may be happy to avoid playing or not being part of the starting 11 as they are still being paid large salaries/wages.
- The players may lose the love for the game and show no loyalty, whilst chasing higher wages.
- A balance between intrinsic and extrinsic motivation would be ideal, but too much reliance on the extrinsic could damage intrinsic motives.
- Higher wages may impact on the effort a professional applies to their training/performance, as they are more focused on other aspects, such as sponsorship/media.
- Some professionals can be more motivated to utilise their status to support charitable work/use their status to influence positive change.

Accept any other appropriate evaluation around the impact of wages associated with modern day professionalism in association football have on the status and motivation of players.

Maximum 8 marks

