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A-LEVEL

# Physical Education

PHED3 Optimising Performance and Evaluating Contemporary  
Issues within Sport  
Mark scheme

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June 2015

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Version 1.0: Final

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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](http://aqa.org.uk)

## Section A

### Question 1

Andy Murray won the 2013 Wimbledon Men's Tennis Final. During the match he completed a variety of strokes and a series of rallies, which varied in length.

- 01** Using Newton's Laws of Motion, explain how a player moves towards a ball during a rally **and** outline how the force of muscle contraction can be varied to ensure that skills are executed correctly.

**[14 marks]**

Read the whole response and identify on the script the points made from the indicative content in the mark scheme. The number of correct points made in the response determines the band that it falls into.

Once the band has been identified, use the band descriptors to determine whether to place the response in the top, middle or lower end of the band, based on the overall quality. This is dependent on the explanation of the points made and the linking of those points to form a coherent response. Marks can be awarded at the higher end of the band level if specific points are discussed in greater depth. A judgement has to be made on depth versus breadth.

Band range	Band descriptors	Number of points
<b>Level 4</b>  10 – 12 marks	<b>Very good response</b> Demonstrates a wide range of knowledge in substantial depth Excellent linking of knowledge and development of points, with application to applied situations Correct use of technical language Addresses all areas of the question for top of band If response is limited in one part of the question, maximum 10 marks	Minimum of 16 points to get into the mark band
<b>Level 3</b>  7 – 9 marks	<b>Good response</b> Demonstrates a range of knowledge in reasonable depth Good linking of knowledge and development of points, with some application to applied situations Generally correct use of technical language with minor inaccuracies Addresses most areas of the question If response is limited in one part of the question, maximum 8 marks	Minimum of 11 points to get into the mark band

<b>Level 2</b> 4 – 6 marks	<b>Basic response</b> Demonstrates some knowledge in some depth Some linking of knowledge and development of points, with limited application to applied situations Some use of technical language Addresses some areas of the question If response is limited in one part of the question, maximum 5 marks	Minimum of 6 points to get into the mark band
<b>Level 1</b> 1 – 3 marks	<b>Limited response</b> Demonstrates a limited range of knowledge in limited depth Limited linking of knowledge and development of points, which are vague or irrelevant, with little/no application to applied situations Limited use of technical language Addresses the question with limited success If response is limited in one part of the question, maximum 2 marks	Minimum of 1 point to get into the mark band
<b>Level 0</b> 0 mark	Addresses no aspect of the question	0 points

### Quality of Written Communication (QWC)

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2 marks	Few errors in spelling, punctuation and grammar
1 mark	Some errors in spelling, punctuation and grammar
0 mark	Major errors in spelling, punctuation and grammar

**Indicative content**

<p><b>Newton’s Laws of Motion</b></p> <p>A. Force is applied by the muscles/muscular contraction</p> <p>B. (Newton’s First Law of Motion) - <u>Law of inertia</u></p> <p>C. Performer will remain stationary unless a force is applied/force applied to overcome state of inertia</p> <p>D. Performer continues to move towards the ball with constant velocity until another force is applied</p> <p>E. Muscles acting as brake slows the performer</p> <p>F. (Newton’s Second Law of Motion) - <u>Law of Acceleration</u></p> <p>G. Force = Mass x Acceleration / <math>F = MA</math></p> <p>H. Mass of performer is constant</p> <p>I. Greater the force exerted on the ground, the greater the acceleration/momentum towards the ball</p> <p>J. <u>Ground reaction force</u></p> <p>K. Force governs direction</p> <p>L. (Newton’s Third Law) <u>Law of action and reaction/action reaction</u></p> <p>M. <u>equal and opposite</u> reaction force;</p> <p>N. Force applied to ground moves performer</p> <p><b>Muscle contraction</b></p> <p>O. Size of motor units recruited/larger for greater contraction/smaller for less powerful</p> <p>P. <u>Multiple unit summation</u></p> <p>Q. Number of units recruited/more or less</p> <p>R. Type of muscle fibre size determines force of contraction/fast twitch fibres rather than slow twitch fibres for more powerful contractions</p> <p>S. All or none law/All or nothing law/or explanation/action potential or threshold is reached / contraction occurs in all of the fibres in the motor unit</p> <p>T. <u>Wave summation</u></p> <p>U. frequency of impulse/innervations</p> <p>V. Motor unit (muscle) unable to relax/increase the force</p> <p>W. <u>Tetanus/tetanic</u> for powerful contraction</p> <p>X. Muscle spindles detect changes in muscle length/speed of contraction</p> <p>Y. Send information to brain/CNS</p> <p>Z. Compares information to long term memory to ensure correct force applied/past experiences</p> <p>AA. <u>Spatial summation</u></p> <p>BB. rotating the frequency of the impulse to motor units to delay fatigue/some work while others rest or equiv.</p>	<p>Laws must be correctly identified e.g. First Law, to be credited with marks BUT they do not have to be named. Points B, F, L awarded for correct naming of each Law</p> <p>If Law given with correct number stated but incorrect name given no marks awarded</p> <p>Answer must refer to performer moving, not the ball. Pt C, D, E - No credit for description of law without application.</p> <p>Pt J – can be awarded for any Law – but only once</p> <p>Pt O to BB - Muscle Contraction answer does not have to specify increase or decrease in force applied</p>
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**Question 2**

A sport such as tennis uses the ATP-PC system for energy production.

**02** Outline the advantages **and** the disadvantages of the ATP-PC system.

**[4 marks]**

<p>4 marks for 4 of:</p> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>A. Energy released <u>quickly/immediately</u> / doesn't require oxygen</li> <li>B. ATP resynthesised <u>quickly/PC/Phosphocreatine stores recover quickly/ATP-PC recover quickly</u></li> <li>C. Allowing high intensity exercise to be completed again in short space of time/after a brief recovery period</li> <li>D. No waste/by-products formed</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>E. Limited stores of <u>PC</u></li> <li>F. High intensity exercise can only be completed for brief period of time/8 – 10 seconds</li> <li>G. Full recovery takes up 2-3 minutes</li> </ul>	<p>Sub max of 2 marks</p> <p>Must be identified if advantage or disadvantaged being discussed</p> <p>Pt A – release of energy – too vague</p> <p>Breakdown of stored ATP not relevant</p>
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**03** What is the effect on ATP and PC stores of short periods of high intensity exercise followed by recovery periods lasting up to 30 seconds? Justify your answer.

**[3 marks]**

<p>3 marks for 3 of:</p> <ul style="list-style-type: none"> <li>A. ATP/PC levels decrease/fall during exercise</li> <li>B. Insufficient Stores don't fully recover/not enough ATP/PC resynthesized in 30 seconds of rest</li> <li>C. (during exercise) ATP/PC supplying energy</li> <li>D. (during exercise) PC breakdown for ATP resynthesis</li> <li>E. (during recovery) ATP/PC re-synthesised during rest/recovery</li> <li>F. (during recovery) <u>Insufficient recovery</u> time to fully replenish/2-3 minutes for full recovery</li> </ul>	<p>Sub-max 2 marks For Points C - F</p>
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**Question 4**

Elite performers need to use a variety of training methods and recovery techniques.

Plyometrics involves hopping and bounding to develop explosive power and speed.

**06** Explain how the muscular and nervous systems work together during plyometric exercises. **[4 marks]**

<p>4 marks for 4 of:</p> <ul style="list-style-type: none"> <li>A. Involves Fast Twitch Fibres/Type 2</li> <li>B. <u>Eccentric</u> muscle contraction happens first</li> <li>C. followed by concentric contraction</li> <li>D. Stretch Reflex activated/stimulated</li> <li>E. Detected by the muscle spindles</li> <li>F. Sends nerve impulse to spinal cord/central nervous system/brain/CNS/afferent impulses</li> <li>G. (Elastic) energy stored</li> <li>H. Protects over stretching of muscles/avoid injury</li> </ul>	<p>Answer must be in context of plyometrics NOT PNF stretching</p> <p>Pts B &amp; C must be in correct order</p>
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**07** Name **and** explain **three** rehabilitation techniques elite athletes may use to recover from a soft tissue sports injury.

**[3 marks]**

<p>3 marks for 3 of:</p> <ul style="list-style-type: none"> <li>A. <u>RICE</u> – rest – ice – compression – elevation / <u>PRICE</u> – protection – rest – ice – compression – elevation</li> <li>B. <u>Ice baths/ice/cold compression</u> – sit in cold water for short period of time to restrict blood flow on leaving bath fresh oxygenated blood rushes into the muscles/discussion of vasoconstriction and vasodilation/equiv descriptions of other techniques</li> <li>C. <u>Hyperbaric chambers</u> – sit inside chamber where high pressure oxygen forced into the muscles/forces 100% oxygen into the muscles</li> <li>D. <u>Oxygen/hypoxic tents</u>- sit or sleep inside where high altitude conditions are replicated increasing red blood cells</li> <li>E. <u>Ultra-sound/electrotheraphy</u> – application of high frequency sounds waves/electrical impulses to repair muscle damage</li> <li>F. <u>Massage/Rollers</u> – involves kneading or rubbing muscles to breakdown scar tissue/improve blood flow/remove lactic acid or equiv.</li> <li>G. <u>Water based training</u> – exercises completed in water to reduce weight bearing movements</li> <li>H. <u>Heat treatment</u> – heat packs or equivalent used to increase blood flow to the area to reduce stiffness</li> <li>I. <u>Cryotherapy</u> – stand in chamber with very low temperatures for short period of time to restrict blood flow on leaving chamber fresh oxygenated blood rushes into the muscles</li> </ul>	<p>First <b>three</b> answers only</p> <p>Physiotherapy – too vague</p> <p>'Reduce swelling' too vague</p> <p>Pt C – 'lot of oxygen' too vague</p>
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## Section B

### Question 5

The performance of a team can be influenced by the attitudes of its players.

- 08** Explain how the negative attitude of players can impact on the cohesion of a team **and** using named psychological theories, describe how a negative attitude may be changed. **[14 marks]**

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Once the band has been identified, use the band descriptors to determine whether to place the response in the top, middle or lower end of the band, based on the overall quality. This is dependent on the explanation of the points made and the linking of those points to form a coherent response. Marks can be awarded at the higher end of the band level if specific points are discussed in greater depth. A judgement has to be made on depth versus breadth.

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2 marks	Few errors in spelling, punctuation and grammar
1 mark	Some errors in spelling, punctuation and grammar
0 mark	Major errors in spelling, punctuation and grammar

**Indicative content**

<p><b>Explanation of negative attitude and impact of cohesion</b></p> <ul style="list-style-type: none"> <li>A. (Definition of attitude) – unique feelings and thoughts/Triadic Model/<u>cognitive, affective, behavioural</u>/attitude object</li> <li>B. <u>Cognitive</u> component – thoughts and opinions</li> <li>C. Example of negative impact e.g. feel training is not worthwhile or equiv.</li> <li>D. <u>Affective</u> component – emotional feelings</li> <li>E. Example of negative impact e.g. not enjoying the training, feels under –valued, discriminated/stereotyping/prejudice or equiv.</li> <li>F. <u>Behavioural</u> component – actions and behaviour</li> <li>G. Example of negative impact e.g. does not participate fully in training, fails to follow agreed tactics or equiv.</li> <li>H. <u>Decrease in actual productivity</u> of the team/ players become part of a <u>faulty process/ actual productivity = potential productivity – losses due to faulty processes</u></li> <li>I. Poor coordination/poor motivation</li> <li>J. <u>Social loafing</u> – performer ‘hides’ within the team/reduced effort</li> <li>K. <u>Ringlemann effect</u> – performance/cohesion may decrease as group size increases</li> <li>L. (Poor task cohesion) – fail to work within the group to achieve a common goal/ fail to follow tactics or equiv.</li> <li>M. (Poor social cohesion) – poor social interaction within the group, causes cliques or equiv.</li> </ul> <p><b>Changing negative attitudes</b></p> <ul style="list-style-type: none"> <li>N. <u>Cognitive dissonance</u></li> <li>O. Attempts to create conflict in thoughts/beliefs/alter one part of the Triadic Model/psychological discomfort</li> <li>P. Cognitive – give new information/ideas</li> <li>Q. Affective – create new emotions/enjoyment/challenge/motivation or equiv.</li> <li>R. Behavioural – give success/reinforcement</li> <li>S. Applied example of any component or all three combined – e.g. set new goals or give position of responsibility or equiv.</li> <li>T. <u>Persuasive communication</u></li> <li>U. Status of the messenger/person delivering the information/significant other</li> <li>V. Quality of the message/new information</li> <li>W. Situation/time when message is delivered</li> <li>X. Individual’s resistance to change/strength of current attitude</li> <li>Y. Applied example – the head coach talks to the player individually and explain the need to change the tactics normally used to help team mates succeed or equiv.</li> </ul>	<p>Pts C, E &amp; G must be linked to named component of attitude to be awarded mark</p> <p>Pt J &amp; K must be explained</p> <p>Pt L &amp; M needs to be in context of negative impact on cohesion</p> <p>Pts N &amp; T must be identified to be awarded marks</p>
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**Question 6**

The leader of a team has an important role to ensure that the players work together.

**09** Explain the term autocratic leader **and** outline when the autocratic style of leadership should be used.

**[3 marks]**

<p>3 marks for 3 of:</p> <ul style="list-style-type: none"> <li>A. (Autocratic leader) – makes all the decisions/no input from the team/focused on completing the task/not concerned about inter-personal relationships</li> <li>B. (Situation) – limited time available</li> <li>C. (Situation) – complex/dangerous task</li> <li>D. (Situation) – large number of people/performers</li> <li>E. (Situation) – clear/specific goals</li> <li>F. (Situation) – decisions need to be made quickly</li> <li>G. (Situation) – inexperienced <u>so</u> need to be told what to do /experienced <u>so</u> they are willing to accept instructions</li> <li>H. <u>Most favourable/least favourable</u></li> </ul>	<p>Sub max of 1 mark for explanation</p> <p>Sub max of 2 marks for situation</p> <p>Pt G – awarded if explained in correct context</p>
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Elite performers often display approach behaviour.

**10** How does the achievement motivation of a performer affect their approach behaviour?

**[4 marks]**

<p>4 marks for 4 of:</p> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>A. (Achievement motivation) – desire to succeed – fear of failure</li> <li>B. (depends on) – probability of success/chances of success</li> <li>C. (depends on) – incentive value of success/rewards available/intrinsic motivation/extrinsic rewards</li> <li>D. (depends on) – personality of performer/need to achieve or NACH personality/need to avoid failure or NAF personality</li> </ul> <p><b>Application</b></p> <ul style="list-style-type: none"> <li>E. Performer with higher need to achieve will display approach behaviour</li> <li>F. Performer with higher need to avoid failure will display <u>avoidance behaviour</u></li> <li>G. (Approach behaviour/Nach) – attempts challenges/take risks/not worry about failure/50-50 chance of success/likes feedback or equiv. (Avoidance behaviour/Naf) – avoids challenges/worries about failure/dislikes feedback or equiv.</li> </ul>	<p>Sub max of 2 marks for explanation (A to D).</p> <p>Sub max of 2 marks for application (E to G).</p> <p>Pt G – either Nach</p>
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	or Naf characteristics can be awarded but not both
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**Question 7**

During sporting contests, performers have to control their arousal levels and display assertive behaviour.

**11** Explain the terms aggression **and** instrumental aggression.

**[3 marks]**

<p>3 marks for 3 of:</p> <ul style="list-style-type: none"> <li>A. (aggression) intent to harm</li> <li>B. (aggression) outside laws/rules</li> <li>C. (aggression) cause physical or emotional harm</li> <li>D. (aggression) has to actually occur</li>   <li>E. (instrumental aggression) within the laws/rules</li> <li>F. (instrumental aggression) harm or injury is accidental</li> <li>G. (instrumental aggression) used to achieve another goal/goal directed</li> </ul>	<p>Sub max of 2 marks for each term</p>
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**12** Apart from aggression, using appropriate psychological terms, explain the impact of over-arousal on the performer.

**[4 marks]**

<p>4 marks for 4 of:</p> <ul style="list-style-type: none"> <li>A. <u>Anxiety</u> - drop in performance</li> <li>B. <u>state anxiety/competitive state anxiety</u> – increased level of anxiety at a specific time</li> <li>C. <u>cognitive anxiety</u> – negative thoughts/emotions/accept suitable examples</li> <li>D. <u>somatic anxiety</u> – increased physiologically responses/accept suitable examples</li> <li>E. <u>evaluation apprehension</u> – fear of performance being judged</li> <li>F. <u>social inhibition</u> – increased anxiety due to others being present</li> <li>G. <u>selective attention/information processing</u> – unable to focus on relevant cues</li> <li>H. <u>attentional narrowing</u> – only focusing on specific cues rather than all those that are relevant</li> <li>I. <u>attentional wastage</u> – focusing on cues that are irrelevant</li> </ul>	<p>Term must be named and explained for mark to be awarded</p>
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**Question 8**

Elite performers have to maintain high levels of motivation to perform at their optimum level.

- 13** How can a coach use attributions to maintain high levels of motivation following a defeat? **[3 marks]**

<p>3 marks for 3 of:</p> <ul style="list-style-type: none"> <li>A. never attribute failure to internal-stable factors/ability</li> <li>B. self-serving bias</li> <li>C. (attribute loss to) internal-unstable factors/effort</li> <li>D. (attribute loss to) external-stable factors/task difficulty</li> <li>E. (attribute loss to) external-unstable factors/luck</li> <li>F. (attribute loss to) controllable factors</li> <li>G. Attribution retraining</li> </ul>	<p>Answer must focus on defeat not following success</p> <p>Stating 'internal' or 'external factors' or 'stable' 'unstable' too vague</p> <p>If example is linked to incorrect dimension no mark awarded. E.g. internal-unstable - luck</p> <p>Diagrams must be annotated not just diagram of Weiner's model – must be applied</p>
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- 14** Identify **and** explain the different types of goals that a coach could use to motivate performers. **[4 marks]**

<p>4 marks for 4 of:</p> <ul style="list-style-type: none"> <li>A. <u>SMARTER/SMART goals</u> – specific/measurable/accepted/realistic/time phased/exciting/recorded</li> <li>B. <u>Short/mid/long term goal</u> – concept of specific goals over differing time scales</li> <li>C. <u>Outcome /product goal</u> – based on end result/against other performers/ eg finishing position in a race</li> <li>D. <u>Performance goal/ task/task-orientated</u> – based on personal standards/ eg personal best</li> <li>E. <u>Process-orientated goal/process goal</u> – based on personal completion of tactics or techniques/ e.g. completion of specific sub-routine</li> </ul>	<p>No mark for just naming types of goal</p> <p>Pt A – any two named principles for one mark</p> <p>Pt B – do not need to name all 3 to be awarded mark</p>
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## Section C

### Question 9

Elite sport has changed significantly since the 19th century.

- 15** Explain the 19th century codes of amateurism **and** professionalism, **and** their positive impact on 19th century and modern day sport.

**[14 marks]**

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	<p>Some linking of knowledge and development of points, with limited application to applied situations</p> <p>Some use of technical language</p> <p>Addresses some areas of the question</p> <p>If response is limited in one part of the question, maximum 5 marks</p>	
<p><b>Level 1</b></p> <p>1 – 3 marks</p>	<p><b>Limited response</b></p> <p>Demonstrates a limited range of knowledge in limited depth</p> <p>Limited linking of knowledge and development of points, which are vague or irrelevant, with little/no application to applied situations</p> <p>Limited use of technical language</p> <p>Addresses the question with limited success</p> <p>If response is limited in one part of the question, maximum 2 marks</p>	<p>Minimum of 1 point to get into the mark band</p>
<p><b>Level 0</b></p> <p>0 mark</p>	<p>Addresses no aspect of the question</p>	<p>0 points</p>

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0 mark	Major errors in spelling, punctuation and grammar

**Indicative content**

<p><b>Amateurism</b></p> <ul style="list-style-type: none"> <li>A. Taking part in sport for the love of it / no monetary gain</li> <li>B. Participation/process more important than winning</li> <li>C. Encourages socially acceptable behaviour e.g. morals / abide by rules of sport/fairplay/sportsmanship</li> <li>D. Discourages deviant behaviour e.g. cheating / match fixing etc</li> <li>E. Because not tempted by extrinsic rewards</li> <li>F. 19th century – amateur middle or upper class /amateurs revered the ‘all-rounder’</li> <li>G. Today can still be financially supported e.g. sponsorship / SportsAid</li> <li>H. Freedom from restrictions of professional contracts /not seen as a commodity/no contractual obligations</li> <li>I. (Amateurism) inclusive / not always based on ability / less pressure/can perform at all levels/experience lots of sports/ can perform at grass roots to elite level</li> <li>J. ‘open’ championships – amateurs can still compete against professionals – just not win the money e.g. golf</li> <li>K. Eligibility codes <i>protect</i> amateurs from competing against professionals</li> <li>L. Olympic Games – biggest competition in the world maintained exclusive amateurism for over a century / still have the oath – keeping moral focus in the Games</li> <li>M. Amateur sport can act as a platform for professional sport e.g. boxing, golf etc</li> </ul> <p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>N. (Professionalism) – earning money from sport/broken time payments</li> <li>O. 19<sup>th</sup> century sport became a business/amateur paid for professionals/upper class were patrons</li> <li>P. 19<sup>th</sup> century from the working class</li> <li>Q. Train full time</li> <li>R. So standards improve</li> <li>S. As winning is critical/win ethic</li> <li>T. Encourages spectator sport / better spectacle for spectators</li> <li>U. 19<sup>th</sup> century occupied the masses / social control</li> <li>V. Olympic Games – do now accept some professional performers e.g. basketball</li> </ul> <p><b>General point</b></p> <ul style="list-style-type: none"> <li>W. Today all social classes can participate in either amateur or professional</li> <li>X. Ethics/moral codes still evident in amateur and professional sports today</li> <li>Y. NGB’s formed</li> <li>Z. Today injection of money / commercialisation – TV rights etc allows NGB’s to invest in grass roots / economic benefit to country/sport benefits/country benefits</li> <li>AA. Today amateur and professional codes blurred due to shared characteristics/difficult to distinguish between amateur and professional</li> </ul>	<p>NB – Focus of question is on benefits NOT negative aspects</p>
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**Question 10**

England, Wales, Scotland and Northern Ireland all have national Institutes of Sport, providing high quality facilities and coaches.

**16** What is the role and purpose of national Institutes of Sport?

**[3 marks]**

<p>3 marks for 3 of:</p> <ul style="list-style-type: none"> <li>A. designed to foster the talents of Britain’s <u>elite athletes/medal count</u></li> <li>B. Sports science/sports medicine/support applied physiology/ biomechanics/medical consultation/ medical screening/nutritional advice/performance analysis/psychology/podiatry/strength and conditioning/ sports massage/sports vision / technology/research and innovation</li> <li>C. Work in multi-disciplinary teams to develop athletes / support coaches and Performance Directors</li> <li>D. The Performance <u>Lifestyle</u> programmes / career and education advice/ACE</li> <li>E. Olympic &amp; Paralympic sports / some non-Olympic sports eg Premier League football</li> <li>F. Address issues of under-represented groups / some community focus</li> <li>G. <u>Work with:</u> [need at least 1 example] NGB/sport partners / UK Sport/Sport England or equivalent named organisation</li> </ul>	
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**17** The contract to compete has the following four key components:

- abide by the written rules
- abide by the unwritten rules
- give 100% effort
- allow opponents to show skill.

Discuss the continued relevance of the contract to compete for elite performers in today's society.

**[4 marks]**

<p>4 marks for 4 of:</p> <p><b>Still relevant</b></p> <p>A. (on field of play) without rules sport would be dysfunctional / officials are there to enforce the rules / sport is a contests based on operating within a rule structure e.g. punish professional foul</p> <p>B. fair play is an important concept / still have Fair Play awards/ respect for opponents still encouraged e.g. shake hands / Olympic Ideal</p> <p>C. if people don't try hard enough there is no satisfaction / elite athletes are publicly funded so should always try their hardest /role models are expected to uphold standards</p> <p>D. (off field of play) methods in place to ensure rules enforced/performers receive bans to ensure others can compete and show skill e.g. for doping/violent play/compulsory drug tests/biological passport or equiv.</p> <p><b>Not relevant</b></p> <p>E. athletes should try to win at any cost / Lombardian ethic / winning has become more important / a lot at stake/ gamesmanship</p> <p>F. concept belongs to a past age/ middle class concept from 19<sup>th</sup> century/ athletes should only have to abide by written rules / different cultures have different interpretations – different values</p> <p>G. athlete schedules are physically and mentally punishing – can't always give 100% / enter weaker team due to more important fixture in the future</p> <p>H. more performers taking drugs/ display violence/disrespect officials/more deviancy</p>	<p>Sub max of 2 marks</p>
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**Question 11**

**18** Explain the impact of **each** of the following social and cultural factors on the development and spread of rational recreation during the 19th century:

- urbanisation
- public provision
- communications.

**[7 marks]**

<p>7 marks for 7 of:</p> <p>A. Regular/written rules eg numbers-boundaries/skill based/ spectator/tactical/ development of facilities/equipment/began with middle classes/opposite of popular recreation or equiv.</p> <p><b>Urbanisation</b></p> <p>B. Lack of space = popular recreation/mob games/ old pastimes lost/ new ones developed /rational recreation</p> <p>C. Need for masses to be occupied/more free time and money = stadiums built for spectator sport/increase in spectators/town parks</p> <p>D. Factories developed/churches = teams/ more teams led to regular competition</p> <p><b>Public provision</b></p> <p>E. Government Acts/Municipal Reform Act 1837 / local authority provision = provision of parks and baths</p> <p>F. provision of parks and baths/public facilities = to improve health and hygiene of working classes</p> <p>G. middle class = approval and encouragement of certain sports/banned mob games/social control/morals or equiv.</p> <p><b>Communications</b></p> <p>H. Media/newspapers/printing press/steam press = raised awareness of sport / role models</p> <p>I. Railways/transport/canals = transported teams / spectators / regional – national – international / seaside/countryside / Romantic movement / spread around British Empire</p> <p>J. Roads developing = helped activities such as cycling</p>	<p>Pt A. Explanation of rational recreation</p> <p>Marks can be awarded for explanation of impact linked to different factors.</p>
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**Question 12**

Performance enhancing substances have been used in sport since the ancient times of Greece and Rome.

**19** Suggest reasons to support the argument for legalising drugs in sport today.

**[4 marks]**

<p>4 marks for 4 of:</p> <ul style="list-style-type: none"> <li>A. Drugs can be masked/ occur naturally in body / EPO / gene doping/found in common medication</li> <li>B. Drugs so easily available/impossible to illuminate use of drugs</li> <li>C. Overall low rate of testing / inaccurate results / cheats one step ahead of testers</li> <li>D. (negative impact of poor testing) affects performers reputation/careers/sponsorship deals or equiv.</li> <li>E. Drugs if regulated are not so harmful / labs could be encouraged to produce safe performance enhancers</li> <li>F. if everyone could take them it would become a level playing field</li> <li>G. Limited resources could be better employed e.g. to detect harmful drugs/develop elite sport in other ways</li> <li>H. Drugs are necessary to recover from the gruelling training</li> <li>I. Other technological advantages aren't regulated against e.g. biomechanics/nutrition/oxygen tents or equiv.</li> <li>J. Sports and countries have different rules</li> <li>K. Individuals have the right to choose / it's their body</li> <li>L. Spectators or supporters not disappointed by role models</li> </ul>	<p>'makes sport more interesting/exciting etc.' – irrelevant</p> <p>Pt G –'to save money' too vague</p>
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- 20** Explain why an elite performer **should** consider the nature of a sponsor and their products before accepting a sponsorship deal.

**[3 marks]**

<p>3 marks for 3 of:</p> <ul style="list-style-type: none"> <li>A. the performer is a role model for others</li> <li>B. sport performers therefore have a social duty to others/human rights/unethical manufacturing of goods</li> <li>C. commercial support depends upon the image of the performer</li> <li>D. linking to a product that does not reflect the nature of sport/healthy life styles/ e.g. links to tobacco companies or alcohol/junk food</li> <li>E. may endanger future commercial support</li> <li>F. bring criticism to the performer/bad reputation</li> <li>G. benefits one sponsor will bring compared to another e.g. level of income/publicity</li> <li>H. Level of control exerted by sponsor/commitment/expectation e.g. public appearance or equiv.</li> </ul>	
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## PHED3 June 2015 – Assessment Objectives Grid

Question	AO1	AO3	Total
<b>SECTION A</b>			
<b>Question 1</b>			
01	7	7	14
Answer 2 questions from 3			
<b>Question 2</b>			
02	4		4
03	3		3
<b>Question 3</b>			
04	3		3
05	4		4
<b>Question 4</b>			
06	4		4
07	3		3
<b>SECTION B</b>			
<b>Question 5</b>			
08	7	7	14
Answer 2 questions from 3			
<b>Question 6</b>			
09	3		3
10	4		4
<b>Question 7</b>			
11	3		3
12	4		4
<b>Question 8</b>			
13	3		3
14	4		4
<b>SECTION C</b>			
<b>Question 9</b>			
15		14	14
Answer 2 questions from 3			
<b>Question 10</b>			
16	3		3
17	4		4
<b>Question 11</b>			
18	7		7
<b>Question 12</b>			
19	4		4
20	3		3
<b>Total marks</b>	70	35	105
<b>% of total marks</b>	66.6	33.3	100