

A-level
PHYSICAL EDUCATION
7582/2

Paper 1 Factors affecting optimal performance in physical activity and sport

Mark scheme

June 2022

Version: 1.0 Final Mark Scheme



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 Examiner.

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.

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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, ie 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

Exercise physiology and biomechanics

0 1

Which **one** of the following is a definition of the term 'mass'?

[1 mark]

Marks for this question: AO1 = 1

C – The quantity of matter a body possesses

0 2

Figure 1 shows an athlete throwing a javelin.

Which lever system is operating at the elbow as the javelin is released during the execution of the throw?

[1 mark]

Marks for this question: AO2 = 1

A – First class

0 3 . 1

The data gathered from a fitness test can be either quantitative or qualitative.

Define the terms quantitative **and** qualitative.

[2 marks]

Marks for this question: AO1 = 2

- Quantitative – numerical information/measured using numbers. (1)

Do not accept factual or objective

- Qualitative – descriptive information about opinions/thoughts/feelings/emotions/subjective. (1)

Accept any other appropriate definitions of quantitative and qualitative.

Maximum 2 marks

0 3 . 2 State **two** factors that can affect the reliability of a fitness test.

[2 marks]

Marks for this question: AO1 = 2

- Experience of the person carrying out the test / human error. (1)
- Whether the testing equipment used has been calibrated / protocol standardised. (1)
- Whether the tests have been carried out/repeated multiple times. (1)
- The motivation/preparation of the participant. (1)

Accept any other appropriate factors that can affect the reliability of testing.

Maximum 2 marks

0 4 . 1 Acceleration is a vector quantity.

Define what is meant by a vector quantity.

[1 mark]

Marks for this question: AO1 = 1

- A vector quantity has both magnitude/size and direction. (1)

Accept any other appropriate definition of a vector quantity.

Maximum 1 mark

0 4 . 2 **Table 1** shows the velocity of a sprinter measured at 10 m intervals, as well as the split times for each 10 m segment of the race.

Calculate the sprinter's acceleration between 10 and 20 m using the data in **Table 1**.

Give the correct units in your answer.

[2 marks]

Marks for this question: AO2 = 2

- 4 (1)
- m/s^2 / ms^{-2} /metres per second squared/metres per second per second. (1)

Accept any other appropriate units used to express the sprinters acceleration between 10 m and 20 m.

Maximum 2 marks

0 5

Evaluate the suitability of including high-intensity interval training (HIIT) in **either** a basketball **or** a netball team’s training programme.

[3 marks]

Marks for this question: AO3 = 3

For (sub max 2)

- The combination of high-intensity and recovery effectively mimics the demands of competition for netball/basketball teams. (1)
- Used to stress the anaerobic energy system/develop anaerobic power allowing netball/basketball players to perform jump higher when rebounding/sprint faster to intercept a pass. (1)
- Used to stress the aerobic energy system/develop cardiovascular endurance, allowing netball/basketball players to recover quickly during breaks/maintain performance for the duration of the game. (1)
- HIIT is adaptable and work rest ratios can be altered to match those found in netball/basketball / sports specific exercises can be included eg plyometrics to improve rebounding. (1)
- HIIT is a time efficient method to improve fitness level meaning more time can be spent developing basketball/netball skills/teamplay. (1)

Against (sub max 2)

- Netball/basketball involve many changes of intensity, with varying time for recovery, the intermittent nature of games may not be easily replicated by interval training. (1)
- High intensity work involved in interval training can increase the risk of injury leading to reduced playing time/decreased fitness/reduced performance levels. (1)
- Intensity of training may mean players are unable to recover fully between training sessions reducing performance levels. (1)

Accept any other appropriate evaluation of the suitability of interval training to a netball or basketball player.

Maximum 3 marks

0 6

Elite-level rugby players are at high risk of suffering from musculo-skeletal injuries due to the physical nature of the sport.

Evaluate the use of screening to prevent musculo-skeletal injuries in elite rugby.

[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 screening to prevent musculo-skeletal injuries

- Screening to prevent musculo-skeletal injuries involves undertaking a series of tests to establish the current musculo-skeletal condition of the athlete/current injury status.
- Screening can be used to assess/identify muscle imbalances / core strength / range of joint movement/mobility / postural alignment / stress fractures.

AO2 Application of screening to prevent musculo-skeletal injuries to elite rugby players

- Screening can identify muscle imbalances such as stronger quadriceps and weaker hamstrings which would increase the risk of the rugby player injuring their hamstring.
- Screening can identify a weakness in core muscles which would decrease stability during contact which increases the likelihood of injury.
- Screening can identify a lack of mobility in the rugby player's ankles which may place increased pressure on other joints when trying to scrummage/ruck etc.
- Screening can identify hypermobility in a rugby player's shoulder which may increase the likelihood of dislocation when tackling.
- Screening can identify postural defects which could increase the risk of injury when scrummaging/rucking/mauling.

AO3 Evaluation of the effectiveness of using screening to prevent musculo-skeletal injuries

Positives

- Screening can allow for pre-hab work so injuries are avoided and the rugby player does not miss any training or playing time.
- Based on the results of screening, conditioning programmes can be individualised to target specific weaknesses, decreasing the risk of future injuries.
- Detection of issues can allow for additional interventions such as bracing to limit the chance of injury/surgery to correct chronic issues.

Negatives

- Some screening tests are not 100% accurate and may miss a problem/provide a false negative which could lead to the rugby player picking up a more serious injury.
- Despite screening being commonplace in professional rugby, injuries still occur as some are unavoidable.
- Preventative measures such as taping/bracing/protective equipment may be more effective at preventing injuries than screening.
- Screening can incorrectly identify issues/provide false positives which can lead to a rugby player unnecessarily missing training/games while the issue is investigated which then results in a reduction in fitness levels.
- The identification of potential issues may cause the rugby player anxiety/confidence issues which would increase the likelihood of injury if the player wasn't fully committed to a tackle.

Accept any other appropriate evaluation of the use of screening to prevent musculo-skeletal injuries in elite rugby.

Maximum 8 marks

0	7
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Analyse how an athlete can maximise the distance a discus travels.

Use your knowledge of the factors affecting horizontal displacement of projectiles and the Bernoulli principle in your answer.

[15 marks]

Marks for this question: AO1 = 4, AO2 = 5, AO3 = 6

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

Level	Marks	Description
5	13–15	Knowledge is consistently comprehensive, 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 almost always used. The answer demonstrates a high level of substantiated reasoning, clarity, structure and focus.
4	10–12	Knowledge is usually comprehensive, 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 usually used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
3	7–9	Knowledge is generally accurate and sometimes detailed. Application of breadth or depth of knowledge is sometimes evident. Some analysis and/or evaluation is made between different relevant factors and their impact, but may sometimes lack coherence. Relevant terminology is used but may sometimes be missing. The answer sometimes demonstrates substantiated reasoning, clarity, structure and focus.
2	4–6	Knowledge is sometimes accurate but may lack detail. Application of breadth or depth of knowledge is occasionally evident. Some analysis and/or evaluation is attempted between different relevant factors and their impact, but is likely to lack coherence. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and/or focus at times.
1	1–3	Knowledge is limited and may lack accuracy and detail. Application of breadth or depth of knowledge is likely to be limited or not evident. There may be very little or no analysis and/or evaluation made between different relevant factors and their impact. Relevant terminology used only very occasionally. The answer often lacks substantiated reasoning, clarity, structure and/or focus.
	0	No relevant content.

Possible content may include:

AO1 Knowledge of the factors affecting horizontal displacement of projectiles and the Bernoulli principle

- Angle of release, dependent on the height of release and height of landing of the projectile.
- Speed of release, the greater the speed of release, the greater the horizontal displacement of the projectile.
- Height of release, the greater the release height, the greater the horizontal displacement.
- The Bernoulli principle states where air flow is fast over the surface of an object pressure is low, where air flow is slow over an object pressure is high

AO2 Understanding of how the factors affecting horizontal displacement of projectiles and the Bernoulli principle affect the flight of a discus

- Release height of discus out of the athlete's hand is greater than the landing height.
- The faster the athlete spins in the circle the greater the speed of release.
- Height of release depends on the height of the athlete / technique.
- The discus needs to be thrown with the optimal angle of attack for the Bernoulli principle to take effect (this is between 25 and 40 degrees).
- Athlete throwing the discus will try to optimise the speed, height and angle of release as well as the angle of attack.

AO3 Analysis of the impact the factors affecting horizontal displacement of projectiles and the Bernoulli principle will have on the distance the discus travels

- (Release height of discus out of the athlete's hand is greater than the landing height) therefore the optimum angle of release is less than 45°.
- If the angle of release is above optimal the speed of release will be slower due to air resistance meaning the discus will travel a shorter distance before landing.
- The speed of release can be increased by improving the throwers power / suitable training method.
- Taller athletes with better technique will be able to optimise horizontal displacement due to a greater height of release.
- If the angle of attack is optimal, air travelling over the top of the discus will have further to travel, travelling faster, creating low pressure.
- Air travelling under the discus will have less distance to travel, moving slower creating high pressure.
- Air will move from high to low pressure creating lift and optimising the distance the discus travels.

Accept any other appropriate analysis of the factors affecting horizontal displacement of projectiles and the Bernoulli principle's impact on the distance a discus travels.

Maximum 15 marks

Section B

Sport psychology

0 8

'Interpersonal differences begin to be resolved and a sense of cohesion emerges'.

Which stage of Tuckman's model is described in this statement?

[1 mark]

Marks for this question: AO1 = 1

B – Norming

0 9

Which component of an attitude involves a person's emotions?

[1 mark]

Marks for this question: AO1 = 1

A – Affective

1 0

A performer's likelihood of success is influenced by them having a positive attitude.

Describe **four** factors which may lead to the formation of a positive attitude.

[4 marks]

Marks for this question: AO1 = 4

- (Socialisation) Observing a positive attitude in others (eg family/peers/teammates/the media). (1)
- (Conditioning) Others (eg family/peers/teammates/coaches) reinforcing that a positive attitude is desirable / praising/rewarding a positive attitude. (1)
- (Past experiences) Having been successful in the past. (1)
- (Familiarity) Experienced something a lot (eg via media) / if an activity is familiar/fun/engaging/challenging/competitive. (1)

Accept any other appropriate description of factors which may lead to the formation of a positive attitude.

Maximum 4 marks

1 1

Hollander’s model is one example of an interactionist perspective of personality.

Explain how a coach can apply knowledge of Hollander’s model of personality to improve performance. Refer to each level of the model in your answer.

[3 marks]

Marks for this question: AO2 = 3

- Psychological core: means behaviour can be predictable/stable, a coach may be able to see signs a performer is going to respond aggressively and substitute/call a time out to remove them from the environment. (1)
- Typical responses: a coach can simulate trigger situations introducing strategies in training to condition them to respond differently. (1)
- Role-related behaviour: a coach could give responsibility, eg captaincy, leading to a different response because of their perceived importance to the team. (1)

Accept any other appropriate explanation of how a coach applies knowledge of Hollander’s model to improve performance.

Maximum 3 marks

1 2

Evaluate the impact of extrinsic rewards on a performer’s motivation.

[3 marks]

Marks for this question: AO3 = 3

Positive impact (sub max 2)

- They can be useful to enhance the motivation of the performer as it gives them something to aim for/work towards/persist until they achieve the reward. (1)
- They can enhance motivation for activities that the performer finds particularly difficult/unenjoyable/tedious. (1)

Negative impact (sub max 2)

- They could damage the performer’s intrinsic motivation / athlete becomes reliant on extrinsic as they may not want to continue when they no longer have the reward available. (1)
- If a performer doesn’t achieve the extrinsic reward, this could damage their motivation as they may feel as though they have failed. (1)

Accept any other appropriate evaluation of the impact of extrinsic rewards on a performer’s motivation.

Maximum 3 marks

1 3

A badminton player is suffering from learned helplessness.

Analyse the strategies a coach could use to help the player overcome learned helplessness and improve their performance.

[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 the strategies to avoid learned helplessness

- Learned helplessness is the belief that failure is inevitable.

Strategies include:

- allowing success/reminding performer of previous successful performances
- positive feedback – feedback highlighting the good points of a performance
- setting performance/process goals – goals focused on improving own personal standards/techniques
- attribution retraining – changing a performer’s perception of failure, success to internal-stable factors and failure to external factors.

AO2 – Application of the strategies to avoid learned helplessness on the badminton player

- The badminton player competes against a weaker player/competes in a lower league to experience success.
- The badminton player is reminded of a match last season where they played some excellent drop shots.
- Coach tells the badminton player that they have an excellent low serve.
- Setting a target of improving technique for an overhead clear/number of successful serves over the net.
- Attributing success to ability, ‘I won because I played effective smash shots during the match’ and failure to luck ‘I lost because I picked up an injury before the match’ or task difficulty ‘a lost because I played against an opponent from a higher league’.

AO3 – Analysis of the impact of the strategies to avoid learned helplessness on the badminton player

- Allowing success will mean that the performer will have a positive experience reassuring them that success is possible, therefore increasing their belief that they can be successful in future, more challenging situations.
- Positive feedback will mean that the coach will persuade the performer that they do have the ability, so they will believe it for themselves.
- Setting performance/process goals will mean that the performer will gain a sense of confidence when they achieve their goals, encouraging them to be more persistent in future.
- Setting performance/process goals will be better than setting outcome goals as the performer will focus on themselves and not comparing themselves to others.
- Attribution retraining will mean that the performer will believe that success is due to their ability, which will lead to self-serving bias.
- These strategies will ensure that the performer no longer believes that failure is inevitable and will ensure that the performer persists resulting in an improvement in their performance, such as improved quality of serve/more confidence to attempt difficult shots, such as smash shots.

Accept any other appropriate analysis of the strategies a coach could use to help the player overcome learned helplessness and improve their performance.

Maximum 8 marks

1 4

An experienced women’s rugby team is bottom of the league with only a few games left before the end of the season.

A new head coach is recruited and chooses to adopt an autocratic leadership style during training sessions and games.

Analyse the impact an autocratic leadership style may have on the team. Refer to Chelladurai’s multi-dimensional model in your answer.

[15 marks]

Marks for this question: AO1 = 4, AO2 = 5, AO3 = 6

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 Chelladurai's multi-dimensional model

- Autocratic leader makes all of the decisions.
- Requirements of the situation determine the required leadership behaviour.
- Characteristics of team member determine the preferred behaviour.
- The requirements of the situation, the characteristics of team members and the characteristics of the leader determine actual behaviour.

Accept labelled diagrams of Chelladurai's multi-dimensional model.

AO2 Application of an autocratic leadership style and Chelladurai's multi-dimensional model to the women's rugby team

Autocratic leadership style

- Coach will not consult over key decisions eg roles in the team such as captain/tactics which are employed, making all the decisions themselves.

Situation

- Team is facing relegation, if there are few fixtures left, the time for the coach to turn things round could be very limited.
- Rugby involves a large squad, often 20–30 players, and complex skills requiring co-ordination.

Do not accept danger of the sport as a situational factor, as context states players are experienced.

Group member's characteristics

- Players are experienced, which may mean they're older/more able and want to be involved in decision making.
- It is a female team, which may mean that they prefer to be involved/consulted when important decisions are made.

Leader's characteristics

- Coach may have achieved success in the past employing an autocratic approach/may prefer telling players what to do in training or during matches.

AO3 Analysis of the impact employing an autocratic leadership style may have on the team's performance and team member's satisfaction

- Experienced female team members may prefer a democratic approach, but requirements of the situation and leader's preferences lead to autocratic behaviour, performance, and satisfaction unlikely to improve.
- Team needs to win as many fixtures as possible in a short space of time to avoid relegation, autocratic leadership likely to improve performance/results quickly.
- Ensuring all members of a large squad understand their role in the team/tactics is complex, an autocratic style may be the most efficient way of achieving this quickly.
- The coach's preference to adopt an autocratic leadership style, may mean they are most effective leading in this way, leading to improved performances/results.
- Team member satisfaction is important, team members may leave/team may disband/cliques may form/productivity may be reduced.

Accept any other appropriate analysis of the impact an autocratic leadership style will have on performance and satisfaction of the team according to Chelladurai's multi-dimensional model.

Maximum 15 marks

Section C

Sport and society and technology in sport

1 5

Which **one** of the following organisations provides support to **both elite and** participation level sport?

[1 mark]

Marks for this question: AO1 = 1

A – National Governing Bodies

1 6

Which **one** of the following would benefit most from taking beta blockers?

[1 mark]

Marks for this question: AO2 = 1

A – Golfer

1 7

Maintaining data integrity ensures the accuracy, consistency, and completeness of data whilst it is collected, stored and shared.

State **three** ways that data integrity can be maintained.

[3 marks]

Marks for this question: AO1 = 3

- Data collected could be automatically backed-up on a hard drive/cloud storage. (1)
- A password / antivirus software is used to secure the data. (1)
- Using a spreadsheet which only accepts relevant values can reduce the number of errors made whilst entering data. (1)
- Limiting how many times the data is transferred/shared/copied. (1)
- Locking the screen whenever away from the device / the data is never left unsupervised. (1)

Accept any other appropriate ways data integrity can be maintained.

Maximum 3 marks

1 8 . 1 Define the term 'negligence'.

[1 mark]

Marks for this question: AO1 = 1

- Breaching the duty of care resulting in (foreseeable) harm. (1)
- Conduct that falls below the required standards to maintain safety resulting in (foreseeable) harm. (1)

Accept any other appropriate definition of negligence.

Maximum 1 mark

1 8 . 2 Give **three** examples of negligence by a rugby official.

[3 marks]

Marks for this question: AO2 = 3

Accept first three answers.

- Injury caused by not applying the rules of the game correctly. (1)
- Injury caused by failure to check clothing/footwear properly. (1)
- Injury caused by failure to check the safety of the surface before a match. (1)
- Injury caused by failure to check the equipment. (1)
- Failure to stop the game due to an injury to a player. (1)

Accept any other appropriate examples of negligence by a rugby official.

Maximum 3 marks

1 9 'The use of performance enhancing drugs should be allowed in sport.'

Evaluate this statement.

[3 marks]

Marks for this question: AO3 = 3

Arguments for allowing PEDs (sub max 2)

- It levels the playing field if everyone took them/it would be fairer as all athletes would have the option to take them. (1)
- Drug testing is time consuming/expensive/ can be ineffective so this would be eliminated if everyone was allowed to take them. (1)
- If taking PEDs is permitted, health risks could be more closely monitored, making it safer. (1)
- It would make sport more exciting/entertaining to watch as performance standards would increase. (1)

Arguments against allowing PEDs (sub max 2)

- Not everyone could afford to take PEDs therefore the playing field wouldn't be level. (1)
- It would force athletes who may not want to take PEDs to take them in order to keep up with competitors. (1)
- It could lead to long term health implications as athletes would be taking them for longer periods of time / eg regular steroid would increase the risk of heart disease. (1)
- Spectators may be put off sport knowing that what they are watching is not natural ability/is chemically enhanced performance. (1)
- The use of drugs in sport is immoral/unethical which would damage its reputation/put people off participating (1)

Accept any other appropriate evaluation of the statement.

Maximum 3 marks

2 0

One football coach believes in the importance of winning fairly so encourages their players to demonstrate sportsmanship.

Another coach believes the win ethic is more important so encourages their players to use gamesmanship.

Evaluate these views in relation to professional football.

[8 marks]

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

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	0	No relevant content.

Possible content may include:

AO1 Knowledge of sportsmanship and the win ethic/gamesmanship

- Sportsmanship involves:
 - abiding by the written and unwritten rules of sport/etiquette
 - maintaining self-control
 - fair play/respect for opponents and officials.
- Win ethic is concerned with winning at all costs which may include increased deviance and gamesmanship.
- Gamesmanship involves bending the rules but not breaking them to gain an advantage.

AO2 Application of sportsmanship and win ethic/gamesmanship to football

Sportsmanship in football involves:

- shaking hands at the end of the match
- kicking the ball out of play so an injured player can receive treatment
- returning the ball to the opposition team when it has been kicked out of play due to injury
- helping a player to their feet who has been injured
- accepting the referee's decision.

Win ethic/gamesmanship in football involves:

- deliberate deception of an official such as claiming a throw in knowing it isn't theirs/overreacting to a challenge/trying to get other players sent off
- diving to win a penalty
- time wasting.

AO3 Evaluation of the views in relation to professional football

Sportsmanship more important

- Sportsmanship in football is still encouraged/highlighted in the media/players receive praise for sportsmanlike conduct.
- There are consequences for players if they fail to show sportsmanship, for example being booked for time wasting/consistent fouling resulting in a yellow card.
- FIFA Fair Play Award is awarded annually for acts of sportsmanship in the game suggesting that it still valued as a sporting ethic by the sport's governing body.
- Professional football players encouraged to be role models/Respect campaign in football suggests sportsmanship is still important.

Win ethic/gamesmanship more important

- Win ethic is a large part of professional football due to increased financial rewards associated with success in football.
- Increased professionalism in football has led to a great win ethic leading to more acts of gamesmanship/deviancy taking place/difficult to maintain a sportsmanlike approach when pressure is so high.
- Overall, win ethic is the most frequently occurring sporting ethic in professional football, sportsmanship becoming much less common.

Accept any other evaluation of these views in relation to professional football.

Maximum 8 marks

2 1

Media coverage of professional tennis has increased over the past 20 years. Tennis players are increasingly required to interact with the media in the lead-up to matches.

Evaluate the impact the media may have on a professional tennis player's self-efficacy in an upcoming match.

Refer to Bandura's Model of self-efficacy in your answer.

[15 marks]

Marks for this question: AO1 = 4, AO2 = 5, AO3 = 6

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

Level	Marks	Description
5	13–15	Knowledge is consistently comprehensive, 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 almost always used. The answer demonstrates a high level of substantiated reasoning, clarity, structure and focus.
4	10–12	Knowledge is usually comprehensive, 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 usually used. The answer usually demonstrates substantiated reasoning, clarity, structure and focus.
3	7–9	Knowledge is generally accurate and sometimes detailed. Application of breadth or depth of knowledge is sometimes evident. Some analysis and/or evaluation is made between different relevant factors and their impact, but may sometimes lack coherence. Relevant terminology is used but may sometimes be missing. The answer sometimes demonstrates substantiated reasoning, clarity, structure and focus.
2	4–6	Knowledge is sometimes accurate but may lack detail. Application of breadth or depth of knowledge is occasionally evident. Some analysis and/or evaluation is attempted between different relevant factors and their impact, but is likely to lack coherence. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, structure and/or focus at times.
1	1–3	Knowledge is limited and may lack accuracy and detail. Application of breadth or depth of knowledge is likely to be limited or not evident. There may be very little or no analysis and/or evaluation made between different relevant factors and their impact. Relevant terminology used only very occasionally. The answer often lacks substantiated reasoning, clarity, structure and/or focus.
	0	No relevant content.

Possible content may include:

AO1 Knowledge of media and self-efficacy

Media: radio, TV, satellite, internet and social media

Self-efficacy: a belief in your ability to master a specific sporting situation

Bandura's Model of Self-efficacy

- Performance accomplishments: what you have achieved already.
- Vicarious experiences: seeing others do the task.
- Verbal persuasion: encouragement from others.
- Emotional arousal: a perception of the effects of anxiety on performance.

AO2 Application of media and self-efficacy to the tennis player

Application of media to tennis

- Tennis is regularly shown on TV.
- Major tournaments generate high viewing figures.
- Many players are high-profile celebrities with large social media followings.
- Highlights/reports etc can be seen across the internet.

Application of self-efficacy to tennis

- **Performance accomplishments:** a tennis player may have previously beaten their upcoming opponent.
- **Vicarious experiences:** a tennis player may see a similarly ranked player beating their next opponent.
- **Verbal persuasion:** the tennis player's coach may give them encouragement before their upcoming match.
- **Emotional arousal:** the tennis player may use stress management techniques to achieve optimal arousal.

AO3 Evaluation of the impact the media may have on a professional tennis player's self-efficacy in an upcoming match

Positive impact

- **Performance accomplishments:** media commentators may highlight that the player has never lost to their opponent in their previous ten meetings which will increase their self-efficacy.
- **Vicarious experiences:** the player will be able to watch other players of similar rank on TV/internet beating their next opponent which will increase self-efficacy.
- **Verbal persuasion:** commentators may predict that the player will win their next match increasing their self-efficacy.
- **Emotional arousal:** as the player is a professional, they will be in the autonomous stage of learning and as such an increase in emotional arousal, due to a large TV audience/media presence, will result in social facilitation and increased self-efficacy.

Negative impact

- **Performance accomplishments:** media commentators may highlight that the player has never beaten their opponent in their previous ten meetings which will decrease their self-efficacy.
- **Vicarious experiences:** the player will be able to watch other players of similar rank on TV/internet losing to their next opponent which will decrease self-efficacy.
- **Verbal persuasion:** commentators may predict that the player will lose their next match decreasing their self-efficacy.

- **Emotional arousal:** the player may be an autonomous performer but not have experienced playing in front of a large TV audience/media presence before – this will result in increased arousal and could result in very high arousal levels decreasing self-efficacy.

Accept any other appropriate evaluation of the impact the media may have on a professional tennis player's self-efficacy in their upcoming match with reference to Bandura's model of self-efficacy.

Maximum 15 marks