



Oxford Cambridge and RSA

GCE

Physical Education

H155/02: Psychological and socio-cultural themes in physical education

AS Level

Mark Scheme for June 2023

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: RM Assessor Online Training; OCR Essential Guide to Marking.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the 10 practice responses (“scripts”) and the 10 standardisation responses

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the Scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the

candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:



- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the Instructions for Examiners). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations used in the detailed Mark Scheme

Annotation	Description	Annotation	Description
	Tick	KU	Knowledge and understanding / indicates AO1 on Q4
	Cross	EG	Example/Reference / indicates AO2 on Q4
BOD	Benefit of doubt	DEV	Development / indicates AO3 on Q4
TV	Too vague	L1	Level 1 response on Q4
REP	Repeat	L2	Level 2 response on Q4
S	Indicates sub-max reached where relevant	L3	Level 3 response on Q4
SEEN	Noted but no credit given	BP	Blank page
IRRL	Significant amount of material which doesn't answer the question		

- Sub-maxes are indicated with **S**; the guidance section of the mark scheme shows which questions these are relevant to.
- **KU/EG/DEV** used instead of ticks on the extended response question to indicate where knowledge or development points from the indicative content have been made.
- On this extended response question, one KU/EG/DEV does not necessarily equate to one mark being awarded; the marking is based on a levels of response mark scheme which awards a level and mark holistically based upon the quality of the response overall against the levels descriptors.

Section A											
Question			Answer	Marks	Guidance						
1	(a)	(i)	C Positive and knowledge of performance (KP)	1 (AO2)							
		(ii)	C Knowledge of results	1 (AO2)							
		(iii)	A Negative and extrinsic	1 (AO2)							
		(iv)	C Positive and intrinsic	1 (AO2)							
	(b)	(i)	Three marks from: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">1. Visual</td> <td>A coach shows the gymnast a video or demonstration of another gymnast performing a somersault so they know what it looks like.</td> </tr> <tr> <td>2. Verbal</td> <td>A coach tells the gymnast the key coaching points of how to do a somersault/ tells the gymnast to keep their head tucked in during the somersault</td> </tr> <tr> <td>3. Manual</td> <td>A coach holds the gymnast's legs in the correct place when practising a handstand</td> </tr> </table>	1. Visual	A coach shows the gymnast a video or demonstration of another gymnast performing a somersault so they know what it looks like.	2. Verbal	A coach tells the gymnast the key coaching points of how to do a somersault/ tells the gymnast to keep their head tucked in during the somersault	3. Manual	A coach holds the gymnast's legs in the correct place when practising a handstand	3 (AO2)	<p>Do not accept: Brief description of guidance type- command is explain and must be applied to gymnastic example</p> <p>Accept other suitable examples: Visual – any gymnastic example where performer is watching/ seeing a skill being carried out</p> <p>Verbal – being told something about the skill or coaching points- before, after or during</p> <p>Manual – coach physically helping placement of the performer/ limbs</p>
1. Visual	A coach shows the gymnast a video or demonstration of another gymnast performing a somersault so they know what it looks like.										
2. Verbal	A coach tells the gymnast the key coaching points of how to do a somersault/ tells the gymnast to keep their head tucked in during the somersault										
3. Manual	A coach holds the gymnast's legs in the correct place when practising a handstand										

Section A														
Question	Answer		Marks	Guidance										
	(ii)	One mark from: <table border="1"> <tr> <td>1. Reliant</td> <td>Performer may become reliant on the mechanical aid/ harness</td> </tr> <tr> <td>2. Affects feel/ timing</td> <td>Don't get the real feel/ timing of the skill OR affects intrinsic feedback</td> </tr> <tr> <td>3. Demotivating/ reduced confidence</td> <td>Performer may become demotivated/lose confidence if don't feel like doing the skill themselves (could reduce participation)</td> </tr> <tr> <td>4. negative transfer / Bad habits</td> <td>Negative transfer / Could develop bad habits</td> </tr> <tr> <td>4. Expensive</td> <td>Expensive / not available to all</td> </tr> </table>	1. Reliant	Performer may become reliant on the mechanical aid/ harness	2. Affects feel/ timing	Don't get the real feel/ timing of the skill OR affects intrinsic feedback	3. Demotivating/ reduced confidence	Performer may become demotivated/lose confidence if don't feel like doing the skill themselves (could reduce participation)	4. negative transfer / Bad habits	Negative transfer / Could develop bad habits	4. Expensive	Expensive / not available to all	1 (AO3)	Accept first answer only
1. Reliant	Performer may become reliant on the mechanical aid/ harness													
2. Affects feel/ timing	Don't get the real feel/ timing of the skill OR affects intrinsic feedback													
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	(c) (i)	Two marks from: <table border="1"> <tr> <td>1. Motor reproduction</td> <td>Motor reproduction - the observer must be physically / mentally able to reproduce the movement</td> </tr> <tr> <td>2. Motivation</td> <td>Motivation- the observer must be motivated / have the drive to copy the movement.</td> </tr> </table>	1. Motor reproduction	Motor reproduction - the observer must be physically / mentally able to reproduce the movement	2. Motivation	Motivation- the observer must be motivated / have the drive to copy the movement.	2 (AO1)	Must be described to gain the mark.						
1. Motor reproduction	Motor reproduction - the observer must be physically / mentally able to reproduce the movement													
2. Motivation	Motivation- the observer must be motivated / have the drive to copy the movement.													

Section A				
Question	Answer		Marks	Guidance
(ii)	Four marks from:		4 (AO3)	<p>Do not accept: Identification of factor –it must be discussed in order to gain mark e.g. behaviour is more likely to be copied if.../ less likely if...</p> <p>Do not accept: Physical practice as focus of the question is attention and retention</p> <p>Accept: opposites.</p> <p>Accept: pt 5 – accept reference to the length of the demonstration (attention span)</p>
	1. Attractiveness	The more attractive / warm / friendly / exciting / interesting the model is to the observer therefore more likely they are to pay attention to / retain the information		
	2. Competency	If the model is highly skilled / competent / consistent therefore more attention the observer is likely to pay/ more likely to retain the information.		
	3. Status	If the model is of a high status / role model / significant other the observer therefore more likely to pay attention..		
	4. Similarity / same	The more similar / same the model is to the observer, e.g. in age/ gender / sport / position /attitude / culture therefore more likely the observer is to pay attention/ retain the information		
	5. Characteristics of the observer	Characteristics of the observer – e.g. their attention span / ability to use selective attention / how interested they are / how motivated they are therefore increases likelihood of paying attention / retaining information		
	6. Incentives	If there are incentives present for the copying of the behaviour then the observer is therefore more likely to pay attention / retain the information		
	7. Clarity of demonstration	The clearer the demonstration, the more likely the observer will be able to pay attention to / retain the information		
	8. Repetition	If the movement is repeated then there is more chance of the observer retaining the information		
	9. Cued in	If the observer is cued in to the main coaching points (via verbal guidance) then this will influence the attention they pay / ability to retain the information.		
	10. Mental rehearsal	If the observer mentally rehearses the movement they are more likely to retain the information		
	11. Relevant	The more relevant the skill is / if the skill is at the correct level the more attention the observer will pay		
	12. Meaning	If the demonstration is understood / given meaning it is more likely to be retained		
	13. Chunk / subroutines	If the observer can chunk information learned in the demonstration they are more likely to retain the information		
14. Vicarious reinforcement	If the demonstration is reinforced / praised / rewarded / use of vicarious reinforcement the observer is more likely to retain info			

Section A																						
Question	Answer		Marks	Guidance																		
(d)	<p>Six marks from:</p> <table border="1"> <tr> <td>Whether the performer controls when they start the movement</td> <td>→</td> <td>Pacing</td> </tr> <tr> <td>The level of mental processing required</td> <td>↔</td> <td>Environmental influence</td> </tr> <tr> <td>To what degree the surroundings impact on performance for example position of opponents?</td> <td>↔</td> <td>Difficulty</td> </tr> <tr> <td>How closely linked together the subroutines are</td> <td>↔</td> <td>Muscular involvement</td> </tr> <tr> <td>Whether the skill has a clear start or end</td> <td>→</td> <td>Continuity</td> </tr> <tr> <td>Whether large or small movements are involved</td> <td>↔</td> <td>Organisation</td> </tr> </table>		Whether the performer controls when they start the movement	→	Pacing	The level of mental processing required	↔	Environmental influence	To what degree the surroundings impact on performance for example position of opponents?	↔	Difficulty	How closely linked together the subroutines are	↔	Muscular involvement	Whether the skill has a clear start or end	→	Continuity	Whether large or small movements are involved	↔	Organisation	6 (AO1)	
Whether the performer controls when they start the movement	→	Pacing																				
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2	(a)	(i)	One mark from:	1 (AO1)																		
		<table border="1"> <tr> <td>1. Definition</td> <td>What makes a person unique OR characteristics/traits that influence behaviour OR characteristics that produce consistent patterns of behaviour</td> </tr> </table>		1. Definition	What makes a person unique OR characteristics/traits that influence behaviour OR characteristics that produce consistent patterns of behaviour																	
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1. Innate	Trait theory states you are born with your personality/ innate/ inherited/ genetic.													
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1. Not just genetic input	Not likely to just be genes / innate factors that determines our personality.													
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Section A				Marks	Guidance																						
Question	Answer																										
	(b)	(i)	<p>Four marks from: Sub max two marks from forming and two marks from performing</p> <p>Forming:</p> <table border="1"> <tr> <td>1. Meet</td> <td>The group meet for the first time</td> </tr> <tr> <td>2. Get to know</td> <td>members of the group get to know each other</td> </tr> <tr> <td>3. Dependency on leader</td> <td>high dependency on the leader OR the need for instruction</td> </tr> <tr> <td>4. No goals</td> <td>little/ no agreement on the aims/ goals/ vision of the group</td> </tr> <tr> <td>5. Roles unclear</td> <td>Individual roles are unclear/ not established</td> </tr> <tr> <td>6. Best behaviour</td> <td>Members may be on their 'best behaviour' to make a good impression</td> </tr> </table> <p>Performing:</p> <table border="1"> <tr> <td>6. Aims</td> <td>Clear vision / clear aims</td> </tr> <tr> <td>7. Focus on goals</td> <td>Focus on achieving goals / shared goals</td> </tr> <tr> <td>8. Interference</td> <td>Less interference from the leader/coach – teams runs itself</td> </tr> <tr> <td>9. Disagreements resolved</td> <td>Disagreements quickly and amicably resolved within the team OR there are few disagreements</td> </tr> <tr> <td>10. Trust</td> <td>Trust between team members /mutual respect</td> </tr> </table>	1. Meet	The group meet for the first time	2. Get to know	members of the group get to know each other	3. Dependency on leader	high dependency on the leader OR the need for instruction	4. No goals	little/ no agreement on the aims/ goals/ vision of the group	5. Roles unclear	Individual roles are unclear/ not established	6. Best behaviour	Members may be on their 'best behaviour' to make a good impression	6. Aims	Clear vision / clear aims	7. Focus on goals	Focus on achieving goals / shared goals	8. Interference	Less interference from the leader/coach – teams runs itself	9. Disagreements resolved	Disagreements quickly and amicably resolved within the team OR there are few disagreements	10. Trust	Trust between team members /mutual respect	4 (AO1)	<p>Do not accept: When the group forms - TV pt1</p> <p>Do not accept: When the group performs</p>
		1. Meet	The group meet for the first time																								
2. Get to know	members of the group get to know each other																										
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1. Roles	Give roles/ responsibilities																										
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Section A					
Question		Answer	Marks	Guidance	
	(c)	(i)	Two marks from:	2 (AO2) Mark first response only for each Do not accept: Anxiety/ anxious	
			<table border="1"> <tr> <td>1.</td> <td>Worrying (about failing/ not being good enough) nervous / negative thoughts / poor decision making</td> </tr> <tr> <td>2.</td> <td>Sweating/Increased heart rate/Increased breathing rate/ increased blood pressure/ adrenaline boost/ muscle tension/ pacing/ yawning/ nausea/ vomiting/ needing to urinate/ diarrhoea/ loss of appetite / shaking</td> </tr> </table>		1.
1.	Worrying (about failing/ not being good enough) nervous / negative thoughts / poor decision making				
2.	Sweating/Increased heart rate/Increased breathing rate/ increased blood pressure/ adrenaline boost/ muscle tension/ pacing/ yawning/ nausea/ vomiting/ needing to urinate/ diarrhoea/ loss of appetite / shaking				
		(ii)	Three marks from:	3 (AO2) Mark first three only Allow points embedded in sporting examples Do not accept: Control anxiety (Repeat of the question) Accept: Meditation / mindfulness = BOD pt 5	
			1. Calm		Be relaxed and calm/ preventing becoming over aroused / over anxious
			2. Confident		Be confident/ believe in themselves OR remind self of ability/ previous successes
			3. Focused		Be focused / focus the mind / focus on relevant cues / selective attention OR be absorbed completely in the performance
			4. Enjoyment		Enjoy it/ have fun
			5. Cognitive techniques / arousal control		Through positive self-talk / negative thought stopping / mental rehearsal / imagery / centring
			6. Somatic techniques / arousal control		Breathing control / PMR / Biofeedback
			7. Balance demands with ability		Make sure performers feels they have the skills/ ability to match the demands of the situation
			8. Awareness of individual zone		Be aware of own zone of optimal functioning /optimal arousal /anxiety levels to know whether a decrease or an increase is needed
			9. High IZOF		Use methods to increase arousal/ anxiety level (for a high IZOF)
			10. Practice		Practice so skills become automatic / over learn / correct dominant response
			11. Goals		Set realistic goals

Question		Section A		Marks	Guidance
	(d)	Five marks from:		5 (AO3)	Effect of audience column – allow any alternative for increase / decrease quality of performance e.g. social facilitation, improves etc Tennis player – do not allow seeks social situations
	An extroverted tennis player	Increase quality of performance – AND because they are an extrovert they like the increased arousal from the crowd / insensitive RAS thus require more stimulation			
	A beginner ice skater	Decrease quality of performance AND because of the increase in arousal/distractions... it puts them off / incorrect dominant response more likely to occur (as skills are not grooved) / may focus on irrelevant cues / mental overload			
	An expert high jumper	Increase quality of performance AND increased arousal benefits the skill... because it's a gross skill / simple skill OR increased arousal benefits the skill...because an experts skills are grooved / correct dominant response more likely to occur			
	A gymnast performing a tumbling routine	Decrease quality of performance AND Audience increases arousal/distractions... which is detrimental to complex skills / skill requires concentration. OR Increased quality of performance AND because it's a gross skill so benefits from increased arousal			
	A golfer making a putt	Decreased quality of performance AND because it's a fine skill so is performed better under lower arousal levels Audience increases arousal/distraacts therefore impacting decision making / reducing concentration			

Section A					
Question	Answer		Marks	Guidance	
3	(a)	Five marks from:		5 (AO3)	<p><i>OCR recognises that some of the material related to this subject may contain content that is offensive. By including this material in our specification/assessment material, we are not condoning the content or the viewpoint of the author/creator.</i></p> <p><i>However, we feel it is important to include this material in the context of the specification/assessment material to give students a holistic view of the subject matter.</i></p>
		1. (Upper class)	High social class/ upper class so would have more opportunities / exclusive		
		2. (Male)	He was male so would have more opportunities		
		3. (Literate)	He would have been educated therefore could read and write/ literate to understand the rules/ codes of conduct		
		4. (Working hours)	He would have time as he would not work		
		5. (Holidays)	He would have time on weekend / bank holidays / holidays		
		6. (Money / wealth)	He had money therefore would be able to afford the equipment / kit		
		7. (Land)	Had space for own facilities		
		8. (Transport)	He would possibly have a horse and carriage so have some means to travel to play other people		
		9. (Sophisticated)	Would play sophisticated / non violent sports / roles		
		10. (Betting)	Would bet large sums of money (due to their wealth)		
		11. (Patronise)	Would patronise others e.g. foot racing		

Section A				
Question		Answer	Marks	Guidance
	(b)	Four marks from: 1. (Travel) A football team could travel to play another team further away / national 2. (International fixtures) Allowed fixtures between the home nations e.g. football matches between England and Scotland 3. (League) A football league / cups could be established as teams started to play others further away so sport became more regular 4.(Rules) Rules had to be written for football/ had to become codified as teams started to play each other / FA formed 1863 5.(Spectators) Spectators could travel to watch football or rugby 6.(Horse transport) Horse racing developed as could transport the horses as opposed to having to ride them to a place then rest them 7. (Rural / facilities) Travelling to rural countryside established Mountain Walking OR Travel to other towns to use their facilities e.g. swimming pool	4 (AO2)	Mark first 4 only Do not accept: Examples outside of England, Wales, Scotland for pt2

(c)	Six marks from:		6 (AO3)	<p>One mark submax can be given for a relevant point with no reference to the data</p> <p><i>OCR recognises that some of the material related to this subject may contain content that is offensive. By including this material in our specification/assessment material, we are not condoning the content or the viewpoint of the author/creator.</i></p> <p><i>However, we feel it is important to include this material in the context of the specification/assessment material to give students a holistic view of the subject matter.</i></p>
	<ul style="list-style-type: none"> • Late 19th C/ Reasons for <5% participation in 1900 OG. • Candidates must refer to this data to access points 1-3 			
	1. (19 th C Traditional roles/stereotypes)	Lack of opportunity due to traditional role of women/raising children/ sport was stereotypically masculine / male dominated / women considered too weak		
	2. (Low status: Media/role models)	Limited/ no media attention for women’s sport so no role models to inspire other women to take up sport		
	3. (Low status: School PE)	Girls didn’t do PE in school until 1918 so in 1900 many females wouldn’t have taken part in/ tried sport at all.		
	<ul style="list-style-type: none"> • 20thC reasons for increased participation/9-10% 1948 OGs/ over 20% 1984 OGs • Candidates must refer to this data to access points 4-10 			
	4. (Changing role due to fewer men)	Change in the role/expectations of women due to there being fewer men (due to war) / women took traditionally male jobs during the war		
	5. (Increased status: Equal rights/vote/work status)	<p>(By mid 20th century) campaigns for equal rights lead to more opportunities for women in sport</p> <p style="text-align: center;">OR</p> <p>(Between the 1900 Games and 1948 Games) women got the right to vote so women started to have more of a voice</p> <p style="text-align: center;">OR</p> <p>(Mid 20th C) More women started to work/ opportunities for women to work became more varied (e.g. in traditionally men’s jobs) which gave them more independence/status closer to men / more money</p>		
	6. (Increased status: Role models)	(Late 20 th C, by 1984) more female role models on television which would inspire more women to take part		
	7. (Increased status: Professionalism)	Women’s sport slowly started to become professional which raised the status of the sports		
8. (Changes in role: stereotypes)	(In 20 th century) Females can now participate in traditionally male sports such as boxing/ more sports accessible to women (first British Amateur Boxing Association competition in 1997)			

			9. (Increased status: OG new sports)	(1991 onwards) any sport that is introduced into the Olympics must include women’s event, increasing opportunity for females to take part.			
			10. (Compulsory PE)	PE became compulsory (part of the national curriculum) increasing access for girls			
				<ul style="list-style-type: none"> • 21st C opportunity/ Reasons for increase to 45% participation in 2016 OGs • Candidates must refer to this data to access points 11-16 			
			11. (Increased status: Initiatives)	(By the beginning of the 21 st century) there were initiatives to increase women’s participation in the Olympics, Or example of initiatives: This Girl Can/Fighting Chance/ Girsl4gold/Discover your gold			
			12. (more clubs)	More female only teams			
			13. (Increased status: Competitions)	More opportunities in sport for women in recognised competitions, such as FA Women’s National League (introduced in 1991) so could encourage more participation in formal competitions..			
			14. (Media/role models)	More coverage of women’s sport on TV / Demand / Social Media leads to more role models			
			15. (Increased status: Sponsorship/ Golden triangle)	Due to more media attention there are more sponsorship deals available to women			
			16. (Changed role: Challenged stereotypes)	Traditional perceptions of women’s role in society being challenged/shared childcare etc /women now able to participate in ‘men’s sport’ (eg: hammer/boxing/Nicola Adams.			
		<p>(graphs self-drawn from data from https://www.olympic.org/women-in-sport/background/statistics https://www.statista.com/statistics/531146/women-participants-in-olympic-summer-games/?fbclid=IwAR3uStGB_4uWBFLqSqeX_C741e_OFhbF9QE5xy1-mtjOooZb5cSoxW1MAj8)</p>					

	(d)	(i)	One mark from:	1 (AO1)	
			1 (Baron Pierre) de Coubertin		
		(ii)	One mark from:	1 (AO1)	Accept: Allow examples of qualities eg Sportsmanship BOD pt 3
			1. Unity		
			2. Develop a peaceful society		
			3. Development of physical and moral qualities		
			4. International goodwill/ spread of Olympic principles		
			5. Educate young people (through sport)		
			6. Encourage respect/ tolerance between individuals/ nations/ countries		
		(iii)	Three marks from: Sub Max 2	3 (AO1)	
			Berlin Sub Max 2		
			1. (Propaganda) Stage for political propaganda		
			2.(Nazi party) Promotion of Nazi party/ Third Reich/ Aryan race		
			3.(Training) German athletes trained full time despite being an amateur competition but determined to win medals to show supremacy		
			4.(Owens) Hitler wouldn't shake hands with Jesse Owens/ African-American athlete who won a gold medal		
			Moscow Sub Max 2		
			5. (Boycott) Many Western Nations boycotted the Games / USA led boycott		
			6.(Afghanistan) Western Nations protesting because USSR had invaded Afghanistan.		
			7. (Divided opinion) Caused protests / controversy in some Countries as there was divided opinion about the boycott		
			OR Some Countries took part against the wishes of their Government		

Section C		
Question	Answer	Guidance
4*	<p>Level 3 (8–10 marks)</p> <ul style="list-style-type: none"> Detailed knowledge & understanding (AO1) Clear and consistent practical application of knowledge & understanding (AO2) Effective analysis/evaluation and/or discussion/explanation/development (AO3) Accurate use of technical and specialist vocabulary There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. 	<p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> Clear and effective goals established Detailed explanation of how one goal meets SMART criteria Detailed explanation of reasons for setting one of the goals Detailed discussion of the practice types that might be most beneficial Examples provided throughout both parts of the answer Correct technical language is used throughout AO1, AO2 and AO3 all covered well in this level.
	<p>Level 2 (5–7 marks)</p> <ul style="list-style-type: none"> Satisfactory knowledge & understanding (AO1) Some success in practical application of knowledge (AO2) Analysis/evaluation and/or discussion/explanation/development attempted with some success (AO3) Technical and specialist vocabulary used with some accuracy There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. 	<p>At Level 2 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> Satisfactory goals established Some reference to how one goal meets some of the SMART criteria Some explanation of reasons for setting one of the goals Some discussion of some practice types that might be beneficial There may be some inaccuracies in the use of technical vocabulary Examples given but with some imbalance Maximum of 3 marks to be awarded for AO1 and 3 marks for AO2; some AO3 required for top of this level.
	<p>Level 1 (1–4 marks)</p> <ul style="list-style-type: none"> Basic knowledge & understanding (AO1) Little or no attempt at practical application of knowledge (AO2) Little or no attempt to analyse/evaluate and/or discuss/explain/develop (AO3) Technical and specialist vocabulary used with limited success The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. 	<p>At Level 1 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> Basic goals established Basic reference to how one goal meets some of the SMART Limited, if any, explanation of reasons for setting one of the goals Practice types may be identified and there might be some attempt at discussion Maximum of 3 marks to be awarded for AO1 with no application.
	<p>(0 marks) No response or no response worthy of credit.</p>	

Question	Indicative content		Marks	Guidance
4*				
	AO1 - KU	AO2 – E.G.	AO3 - DEV	
Goals for Zac				
1. Improve the number of serves successfully completed	<ul style="list-style-type: none"> • Target to improve to 10/20 (Accept 10-13) • In 3-6 weeks (accept any time phased comment within this range) 		<ul style="list-style-type: none"> • This is currently less than 50 % • Significant impact on his game as if he can't get serves in then he is losing points before the rallies even start/ losing points by own errors • Performance goals are within the performers control so are effective 	
2. Improve the number of successful returns of serve	<ul style="list-style-type: none"> • Target to improve to 13/20 (accept range 12-14) • In 3-6 weeks (accept any time phased comment within this range) 		<ul style="list-style-type: none"> • Currently 50 % so might not work on this until the other areas have improved • However needs improving before there will be an opportunity to work on the smash. • If he can return the serve can stay in the rally so not giving away as many points • Performance goals are within the performers control so are effective 	
3. improve the smash shot	<ul style="list-style-type: none"> • Target to improve to 8/20 (accept 8-11) • In 3-6 weeks (accept any time phased comment within this range) 		<ul style="list-style-type: none"> • This is lowest score / 30 % • Significant impact on finishing off a rally/winning points at the first opportunity • May not be the opportunity to improve the smash until the serve and return of serve are improved. • Performance goals are within the performers control so are effective 	
Reasons for goals: SMART principle				
4. Specific	Eg: of drills to improve named skill Eg: specific to Zac using score in the table Eg: Analysis of technique errors/demonstration of correct technique by coach		<ul style="list-style-type: none"> • Focused on/ drills to practice first serve / return of serve / smash • The goal clearly states an intended outcome • Performance goals specific to Zac so are effective. • Might be linked to a process/technique goal specific to Zac as serves in/smash needs to be performed correctly. 	

5. Measureable	Eg: count successful attempts at the skill	<ul style="list-style-type: none"> • clear to see if target number of successful attempts at the skill is achieved
6. Achievable	Eg: 10% increase in scores is achievable in the medium term	<ul style="list-style-type: none"> • it is realistic with practice drills • Challenging yet realistic • However successful return of serve /smash completion depends (partly) on the opponent
7. Recorded	Eg: Zac could record his progress in a log book or film himself playing	<ul style="list-style-type: none"> • Allows Zac/ the performer to see their progress in technique/successful completions • Confidence/persistence increased
8. Time phased	A specific date/number of weeks has been given to achieve this by	<ul style="list-style-type: none"> • Confidence/persistence increased if the goal is achievable within the time. • The goal clearly states when it is to be achieved by • Short / medium / long term goals
<u>Other reasons for goals (credit any benefit of goal setting)</u>		
9. Focus attention <ul style="list-style-type: none"> • Increase motivation • Build confidence / self efficacy • Increase persistence • Reduce / control anxiety / stress • Control arousal • Improve performance • Helps performers to develop strategies 	Accept any suitable application of goal to benefit	

AO1 - KU	AO2 – E.G. (accept any relevant eg)	AO3 - DEV
Whole practice <ul style="list-style-type: none"> When learning the skill / coaching the skill the coach would use whole practice Teaching the skill without breaking it down 	When practising a smash the coach would use the whole method as it is hard to break the smash shot down into parts	It is a good method to use because it gives the performer the kinaesthetic feel of the full movement <ul style="list-style-type: none"> Performer can practice the timing of the movement / develops fluency Performer can make quick progress Performer motivated as they are completing the entire skill. Relevant as the skills are discrete / safe / have high organisation
Massed practice <ul style="list-style-type: none"> No rest / short rest in practice sessions 	When practising a smash the coach may do massed practice and repeat the smash shot for a chunk of time in a practice session	Helps to groove/ overlearn the skill <ul style="list-style-type: none"> Improves fitness Relevant as the skills are discrete / simple / safe
Distributed practice <ul style="list-style-type: none"> Rest breaks between practice/drills 	When practising a smash the learner would have regular breaks	Allows feedback from the coach/mental rehearsal Allows recovery Allows intensity to be maintained
Varied practice <ul style="list-style-type: none"> When the coach changes the practice / environment so that it is different Replicates a range of game scenarios 	When practising for return of serve the coach may use varied practice by changing the direction or height of the serve	This gives the performer a range of experiences <ul style="list-style-type: none"> This is important for returning serve as the opponent won't always serve in the same way/ same place Helps decision making/tactical play Prevents boredom Enables performer to build up schemas to modify future motor programmes
Fixed practice <ul style="list-style-type: none"> The practice conditions remain the same 	When practising the flick serve the badminton player would repeatedly practice the same way	Good for closed skills <ul style="list-style-type: none"> Less distractions as the environment/ stimuli is always the same Overlearning/grooving of the skill takes place

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