

GCE

Physical Education

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

AS Level

Mark Scheme for June 2024

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.

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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 RM ASSESSOR

- Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
- 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>
- Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** 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 RM Assessor 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 RM Assessor 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 RM Assessor **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 RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths 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: Not applicable in F501
- 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

Annotation	Meaning
	Tick
	Cross
BOD	Benefit of doubt
TV	Too vague
REP	Repeat
S	Indicates sub-max reached where relevant
SEEN	Noted but no credit given
IRRL	Significant amount of material which doesn't answer the question
KU	Knowledge and understanding / indicates AO1 on Q8
EG	Example/Reference / indicates AO2 on Q8
DEV	Development / indicates AO3 on Q8
L1	Level 1 response on Q8
L2	Level 2 response on Q8
L3	Level 3 response on Q8

Annotation	Meaning
	Blank page

- 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.

12. Subject Specific Marking Instructions

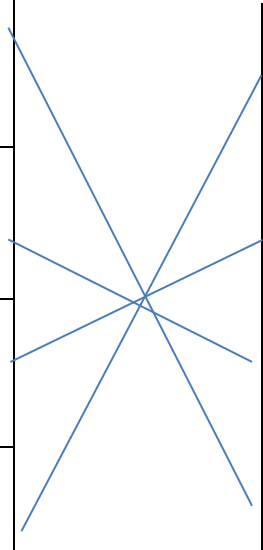
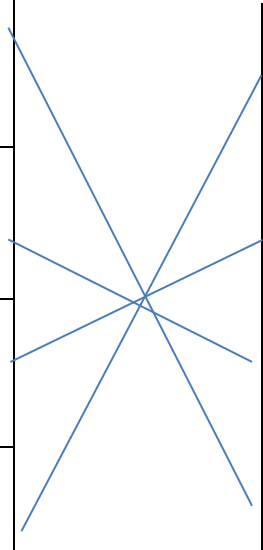
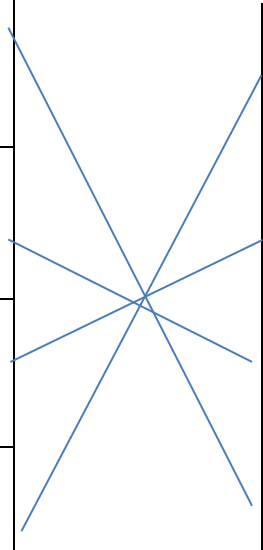
Question			Answer	Mark	Guidance
1	(a)	(i)	Three marks for:	3 (AO1)	
			1 Externally paced		
			2 High (organisation)		
			3 Gross		
1	(a)	(ii)	One mark for: <div style="display: flex; align-items: center; justify-content: center;"> Fine <div style="margin: 0 10px;">  </div> <div style="border: 1px solid black; padding: 2px 5px; text-align: center;">X</div> <div style="margin: 0 10px;">  </div> Gross </div>	1 (AO2)	Allow credit for correctly placed X if continuum incorrectly labelled.
1	(a)	(iii)	1 mark from: <div style="border: 1px solid black; padding: 5px;"> 1. (large muscle groups) It involves large muscle groups/ movements OR (multiple body parts) It involves moving multiple (large) body parts at the same time (e.g jumping with the legs and a big movement from the arms) </div>	1 (AO2)	Do not accept: Repeat of question – e.g. because it is a gross movement.

Question			Answer	Mark	Guidance	
1	(b)	(i)	Four marks from: Distributed:	4 (AO1)	Only award mark for advantage if description is correct Mark first response to each section only Do not accept – Point 3 – reference to practice without breaks	
			1. Description			Rehearsing a skill with rests (between work periods)
			2. Advantage			Prevents fatigue Or Helps maintain motivation/ prevents demotivation Or Ensures safety of dangerous tasks Or Allows opportunity for feedback (from coach) Or Helps to maintain focus / prevent boredom Or Has less mental pressure Or Allows for mental / physical recovery Or Allows mental rehearsal
			Fixed:			
			3. Description			Rehearsing in a stable / predictable environment Or practice remains unchanging
			4. Advantage			Helps movement / skill to become habitual / grooved / overlearned Or Develops motor programme Or Effective for learning closed skills

Question		Answer	Mark	Guidance																								
1	(c)	<p>Six marks from: Candidate must gain credit from 4 parts of the answer to access 6 marks</p> <p>Visual guidance Positives:</p> <table><tr><td>1. (+)</td><td>Helps the performer create a mental image of the skill / see what the skill should look like</td></tr><tr><td>2. (+)</td><td>Enables the coach to cue the performer in</td></tr><tr><td>3. (+)</td><td>Slow motion videos help the performer understand the movement.</td></tr><tr><td>4. (+)</td><td>Can enable the skill to be seen in different stages to make it easier to learn</td></tr><tr><td>5. (+)</td><td>Gives an understanding (of the movement requirements)</td></tr><tr><td>6. (+)</td><td>Encourages observational learning</td></tr><tr><td>7. (+)</td><td>Is more effective if the demonstrator is a role model / consistent / similar to the performer / demo is repeated</td></tr></table> <p>Visual guidance Negatives:</p> <table><tr><td>8. (-)</td><td>The demonstration could be incorrect OR at the wrong level</td></tr><tr><td>9. (-)</td><td>If the demonstration is not accompanied by verbal guidance it may be difficult for a performer to understand what they need to do / how they need to do it</td></tr><tr><td>10. (-)</td><td>Demonstration may be too quick / complicated (for a beginner to understand)</td></tr><tr><td>11. (-)</td><td>Slow motion demonstrations might be unclear</td></tr><tr><td>12. (-)</td><td>Static images don't show how a movement is produced</td></tr></table>	1. (+)	Helps the performer create a mental image of the skill / see what the skill should look like	2. (+)	Enables the coach to cue the performer in	3. (+)	Slow motion videos help the performer understand the movement.	4. (+)	Can enable the skill to be seen in different stages to make it easier to learn	5. (+)	Gives an understanding (of the movement requirements)	6. (+)	Encourages observational learning	7. (+)	Is more effective if the demonstrator is a role model / consistent / similar to the performer / demo is repeated	8. (-)	The demonstration could be incorrect OR at the wrong level	9. (-)	If the demonstration is not accompanied by verbal guidance it may be difficult for a performer to understand what they need to do / how they need to do it	10. (-)	Demonstration may be too quick / complicated (for a beginner to understand)	11. (-)	Slow motion demonstrations might be unclear	12. (-)	Static images don't show how a movement is produced	6 (AO3)	
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			<p>Mechanical guidance Positives:</p> <table><tr><td>13. (+)</td><td>Can help beginners to be able to perform something that they otherwise may not be physically able to</td></tr><tr><td>14. (+)</td><td>Can build confidence</td></tr><tr><td>15. (+)</td><td>Develops some kinaesthetic awareness / feel for the skill</td></tr><tr><td>16. (+)</td><td>Ensures safety / reduces fear</td></tr><tr><td>17 (+)</td><td>Develops an understanding of the movement / timing</td></tr></table> <p>Negative guidance Negatives:</p> <table><tr><td>18. (-)</td><td>Performer may become reliant on the mechanical aid</td></tr><tr><td>19. (-)</td><td>Don't get realistic feel / timing of the skill OR affects intrinsic feedback</td></tr><tr><td>20. (-)</td><td>Performer may become demotivated/lose confidence</td></tr><tr><td>21. (-)</td><td>Can be expensive Or not always available / accessible</td></tr><tr><td>22. (-)</td><td>Negative transfer / Could develop bad habits</td></tr></table>	13. (+)	Can help beginners to be able to perform something that they otherwise may not be physically able to	14. (+)	Can build confidence	15. (+)	Develops some kinaesthetic awareness / feel for the skill	16. (+)	Ensures safety / reduces fear	17 (+)	Develops an understanding of the movement / timing	18. (-)	Performer may become reliant on the mechanical aid	19. (-)	Don't get realistic feel / timing of the skill OR affects intrinsic feedback	20. (-)	Performer may become demotivated/lose confidence	21. (-)	Can be expensive Or not always available / accessible	22. (-)	Negative transfer / Could develop bad habits		
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Question			Answer	Mark	Guidance		
1	(d)	(i)	Four marks from:	4 (AO2)			
			Example			Stage of learning	
			A table tennis player can concentrate on tactics rather than thinking how to play each shot.			Autonomous	
			A rugby player is practising the conversion kick and although they have improved a lot, they are still missing quite often and need some guidance from the coach			Associative	
			A trampolinist performs a complicated sequence of moves in a competition with no mistakes.			Autonomous	
			A golfer selects the wrong club to perform a putt.			Cognitive	
1	(d)	(ii)	One mark from:	1 (AO1)			
			1.			Feedback becomes more intrinsic / less extrinsic	

Question			Answer	Mark	Guidance												
2	(a)		<p>Four marks for:</p> <table><tr><td>1. Extroversion</td><td rowspan="4"></td><td>A person who has inconsistent moods and worries</td></tr><tr><td>2. Stable</td><td>Impatient and strives for success</td></tr><tr><td>3. Type A</td><td>Predictable and constant in emotional behaviour</td></tr><tr><td>4. Unstable</td><td>Seeks social situations and likes excitement</td></tr></table>	1. Extroversion		A person who has inconsistent moods and worries	2. Stable	Impatient and strives for success	3. Type A	Predictable and constant in emotional behaviour	4. Unstable	Seeks social situations and likes excitement	4 (AO1)				
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2	(b)	(i)	<p>Two marks from:</p> <table><tr><td>1.</td><td>Bad previous experience</td></tr><tr><td>2.</td><td>Lack of positive / fit role models</td></tr><tr><td>3.</td><td>Peer influence / social norms e.g. friends not interested in sport or tease Alex for taking part</td></tr><tr><td>4.</td><td>Family do not encourage Alex to take part or do not take part themselves</td></tr><tr><td>5.</td><td>Media influence does not promote / encourage Alex to take part in sport</td></tr><tr><td>6.</td><td>Stereotypes might put Alex off taking part</td></tr></table>	1.	Bad previous experience	2.	Lack of positive / fit role models	3.	Peer influence / social norms e.g. friends not interested in sport or tease Alex for taking part	4.	Family do not encourage Alex to take part or do not take part themselves	5.	Media influence does not promote / encourage Alex to take part in sport	6.	Stereotypes might put Alex off taking part	2 (AO1)	
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Question			Answer	Mark	Guidance												
2	(b)	(ii)	<p>Four marks from:</p> <table><tr><td>1.</td><td>Cognitive dissonance is the (mental) conflict / discomfort / disharmony when an individual holds two or more opposing attitudes / views / beliefs.</td></tr><tr><td>2.(create dissonance)</td><td>(To change the attitude) Alex’s cognitive and affective components are (first) made to oppose each other / cause dissonance</td></tr><tr><td>3. (create dissonance – cognitive change)</td><td>Alex knows/has been persuaded / received new information about why exercise is good for him Or cognitive component could have been changed/made positive</td></tr><tr><td>4. (create dissonance – affective change)</td><td>Alex has been to the gym and enjoyed it Or affective component could have been changed/made positive</td></tr><tr><td>5. (reduce dissonance)</td><td>In order to be content/ remove the discomfort / experience cognitive consonance Alex needs to change the components to match Or Alex needs to reduce the importance of one of the conflicting components/accept going to the gym doesn’t have to be fun</td></tr><tr><td>6.</td><td>The more uncomfortable the individual is the greater the desire to change one of the views/match attitude components.</td></tr></table>	1.	Cognitive dissonance is the (mental) conflict / discomfort / disharmony when an individual holds two or more opposing attitudes / views / beliefs.	2.(create dissonance)	(To change the attitude) Alex’s cognitive and affective components are (first) made to oppose each other / cause dissonance	3. (create dissonance – cognitive change)	Alex knows/has been persuaded / received new information about why exercise is good for him Or cognitive component could have been changed/made positive	4. (create dissonance – affective change)	Alex has been to the gym and enjoyed it Or affective component could have been changed/made positive	5. (reduce dissonance)	In order to be content/ remove the discomfort / experience cognitive consonance Alex needs to change the components to match Or Alex needs to reduce the importance of one of the conflicting components/accept going to the gym doesn’t have to be fun	6.	The more uncomfortable the individual is the greater the desire to change one of the views/match attitude components.	4 (AO2)	
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Question			Answer	Mark	Guidance
			<div> 7.(behaviour change) Conflicting components of attitude now cause a change in behaviour (Alex attends the gym) OR Behaviour changes to balance the conflicting components OR Alex continues to exercise as he realises that he enjoys it / sees the benefits </div>		Point 7 accept examples/named components

Question			Answer	Mark	Guidance																								
2	(c)		<p>Five marks from: Submax 2 if no application to Steiner or Ringlemann Submax 4 for points 1-6 if both parts of question not covered e.g. must refer to Steiner and Ringlemann in order to achieve 5 marks.</p> <table><tr><td colspan="2">Steiner</td></tr><tr><td>1. (Steiner)</td><td>Co-ordination problems</td></tr><tr><td>2. (Steiner)</td><td>Timing / coordination of team members are poor</td></tr><tr><td>3. (Steiner)</td><td>Breakdown / lack of communication</td></tr><tr><td>4. (Steiner)</td><td>Motivation problems</td></tr><tr><td>5. (Steiner)</td><td>Players may not be motivated to the same extent / goal</td></tr><tr><td>6. (Steiner-social loafing)</td><td>Social loafing / individuals in the football team may not try very hard and coast</td></tr><tr><td colspan="2">Ringlemann</td></tr><tr><td>7. (Ringlemann)</td><td>Large team – as group size increases individual effort decreases / easier for players to hide / social loafing occurs</td></tr><tr><td>8. (Ringlemann)</td><td>Large team numbers - more likely to experience co-ordination problems / a poorly timed move / a tactical misunderstanding</td></tr><tr><td>9. (Ringlemann)</td><td>There could be the perception that others are not trying</td></tr><tr><td>10. (Ringlemann)</td><td>Lack of role / identity / accountability – therefore more chance people can hide OR Harder for coach to give individual attention / feedback support in large teams</td></tr></table>	Steiner		1. (Steiner)	Co-ordination problems	2. (Steiner)	Timing / coordination of team members are poor	3. (Steiner)	Breakdown / lack of communication	4. (Steiner)	Motivation problems	5. (Steiner)	Players may not be motivated to the same extent / goal	6. (Steiner-social loafing)	Social loafing / individuals in the football team may not try very hard and coast	Ringlemann		7. (Ringlemann)	Large team – as group size increases individual effort decreases / easier for players to hide / social loafing occurs	8. (Ringlemann)	Large team numbers - more likely to experience co-ordination problems / a poorly timed move / a tactical misunderstanding	9. (Ringlemann)	There could be the perception that others are not trying	10. (Ringlemann)	Lack of role / identity / accountability – therefore more chance people can hide OR Harder for coach to give individual attention / feedback support in large teams	5 (AO2)	<p>Point 3 – arguments = BOD</p> <p>Points 6 and 7 - Social loafing can only be awarded once unless explicitly linked to both Steiner and Ringlemann</p>
Steiner																													
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Question			Answer	Mark	Guidance
2	(d)	(i)	Five marks for:	5 (AO2)	To achieve points 2,3,5 and 6 explicit reference must be made to point X or Y on the graph
			1. (X = Arousal ↑)		
			At point X Zak's arousal level is moderate / close to / just below optimum		
			2. (Qual of rugby ↑)		
			Quality of performance / rugby is (very) high		
			3. (explanation- not optimum or reason for high performance)		
			But not at optimum arousal so performance not at its peak / attentional field still too wide Or Performance high because performer utilising cues effectively / appropriate attentional field width / able to make effective decisions		
			4. (Y= arousal ↑)		
			At point Y Zak's arousal is (very) high		
			5. (Qual of rugby ↓)		
			Quality of performance is lower (than X) / decreases / deteriorates.		
			6. (Explanation - Past optimum or reason for low performance)		
			Zak has become over aroused / past the point of optimum arousal / attentional field too narrow Or Performance low because important cues missed / hypervigilance / decision making impaired		

	Question		Answer	Mark	Guidance												
3	(a)		<p>Five marks from: Submax 3 marks if answer only covers one part of question e.g. only class(pts1-5) or only time (pts 6-9)</p> <table><tr><td colspan="2">Social Class</td></tr><tr><td>1.(affordability)</td><td>Upper class had money so could afford equipment / facilities to play / increase participation</td></tr><tr><td>2.(cultural expectation/norms)</td><td>Upper class took part in sophisticated games OR Lower class life was violent / cruel and sport reflected this</td></tr><tr><td>3.(literacy)</td><td>Some sports had complex/ written rules meaning the lower-class people couldn't participate because they didn't understand them / couldn't read them.</td></tr><tr><td>4.(travel)</td><td>Upper class people had the means to to travel so were able to play other people OR Lower class games were local as they didn't have the means to travel</td></tr><tr><td>5. (roles)</td><td>Different classes had different roles e.g. patron and pedestrian or captain of the team (so impacted participation)</td></tr></table>	Social Class		1.(affordability)	Upper class had money so could afford equipment / facilities to play / increase participation	2.(cultural expectation/norms)	Upper class took part in sophisticated games OR Lower class life was violent / cruel and sport reflected this	3.(literacy)	Some sports had complex/ written rules meaning the lower-class people couldn't participate because they didn't understand them / couldn't read them.	4.(travel)	Upper class people had the means to to travel so were able to play other people OR Lower class games were local as they didn't have the means to travel	5. (roles)	Different classes had different roles e.g. patron and pedestrian or captain of the team (so impacted participation)	5 (AO3)	<p>Submax 3 marks if answer only covers one part of question e.g. only class (points 1-4)or only time (points 5-8)</p> <p>Accept: examples for pointt 2</p> <p>Accept: Credit all relevant marks for combined answers eg: Long working hours meant lower class did not have the time or energy to participate = pt 6 and 8.</p> <p>Accept opposites – e.g. pt 3... which meant only the upper class could participate</p>
Social Class																	
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2.(cultural expectation/norms)	Upper class took part in sophisticated games OR Lower class life was violent / cruel and sport reflected this																
3.(literacy)	Some sports had complex/ written rules meaning the lower-class people couldn't participate because they didn't understand them / couldn't read them.																
4.(travel)	Upper class people had the means to to travel so were able to play other people OR Lower class games were local as they didn't have the means to travel																
5. (roles)	Different classes had different roles e.g. patron and pedestrian or captain of the team (so impacted participation)																

	Question		Answer	Mark	Guidance
			<p>Availability of time</p> <p>6. (time) Lower class had long working hours / 75 hours a week/ little free time therefore limited participation Or Upper class did not need to work meaning more time to take part in sport Or Upper class had extensive free time so could partake in long lasting activities eg fox hunting</p> <p>7.(regularity) Lack of time meant sport was not very regular for those that worked long hours (lower class) Or Lots of (available) time meant sport could be regular for those that had extensive free time (upper class)</p> <p>8.(energy) Long working hours/75 hours per week meant people had very little energy to participate Or Upper class people with free time had the energy / motivation to take part in sport.</p> <p>9.(holidays / festivals) Festivals / holy days / wakes / fairs occurred on holy days OR</p>		

	Question		Answer	Mark	Guidance														
			<table><tr><td></td><td>Lack of holiday/ bank holidays meant less opportunity to take part in sport</td></tr></table>		Lack of holiday/ bank holidays meant less opportunity to take part in sport														
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3	(b)	(i)	<div>Three marks from: Submax 1 mark for key term Submax 2 marks for examples</div> <table><tr><td>1. Key term</td><td>Cult of athleticism</td></tr><tr><td colspan="2">Examples</td></tr><tr><td>2. Courage</td><td>Going into bat first in cricket/ making a tackle against an older boy</td></tr><tr><td>3. Loyalty</td><td>Trying your best for your team / school to win</td></tr><tr><td>4. Fair play/ sportsmanship</td><td>Helping a player up after fouled them in football</td></tr><tr><td>5. Endeavour/ trying hard</td><td>Trying your best for the full duration of the rugby game to help your team do the best they can</td></tr><tr><td>6. Truthful</td><td>Owning up to the fact that you touched the wicket in cricket</td></tr></table>	1. Key term	Cult of athleticism	Examples		2. Courage	Going into bat first in cricket/ making a tackle against an older boy	3. Loyalty	Trying your best for your team / school to win	4. Fair play/ sportsmanship	Helping a player up after fouled them in football	5. Endeavour/ trying hard	Trying your best for the full duration of the rugby game to help your team do the best they can	6. Truthful	Owning up to the fact that you touched the wicket in cricket	3 (1 x AO1, 2 x AO2)	Accept other suitable sporting examples as long as linked to the characteristic
1. Key term	Cult of athleticism																		
Examples																			
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	Question		Answer	Mark	Guidance																
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	Question		Answer	Mark	Guidance				
			<table><tr><td>9. Army Officers</td><td>The boys joined the army and spread sport/ games abroad/ around the Empire.</td></tr><tr><td>10. Politicians</td><td>The boys became politicians posted overseas / to the colonies and took their games with them</td></tr></table>	9. Army Officers	The boys joined the army and spread sport/ games abroad/ around the Empire.	10. Politicians	The boys became politicians posted overseas / to the colonies and took their games with them		
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	Question		Answer	Mark	Guidance				
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	Question		Answer		Mark	Guidance																				
			11. Inclusive	Advances in science and technology = more inclusivity e.g. prosthetic limbs and adapted equipment.																						
3	(d)		Six marks from: <table><tr><td>1. Expense of bid / hosting</td><td>Bidding for / hosting the Games is very expensive.</td></tr><tr><td>2. Debt</td><td>Hosting the games could put the country into debt.</td></tr><tr><td>3. Taxes</td><td>Increased taxes</td></tr><tr><td>4. House prices</td><td>Increased house prices (in the area)</td></tr><tr><td>5. Employment</td><td>Benefits to employment are temporary.</td></tr><tr><td>6. Unfair benefits</td><td>All benefits go to the host city and local area only.</td></tr><tr><td>7. Homes lost</td><td>Local inhabitants moved away from their homes.</td></tr><tr><td>8. Bad image</td><td>Negative events / poor performance reflects badly on the host country or government.</td></tr><tr><td>9. Disruption</td><td>Disruption e.g. to travel</td></tr><tr><td>10. Terrorism / crime /</td><td>Threat of terrorism/ protest / increased crime</td></tr></table>		1. Expense of bid / hosting	Bidding for / hosting the Games is very expensive.	2. Debt	Hosting the games could put the country into debt.	3. Taxes	Increased taxes	4. House prices	Increased house prices (in the area)	5. Employment	Benefits to employment are temporary.	6. Unfair benefits	All benefits go to the host city and local area only.	7. Homes lost	Local inhabitants moved away from their homes.	8. Bad image	Negative events / poor performance reflects badly on the host country or government.	9. Disruption	Disruption e.g. to travel	10. Terrorism / crime /	Threat of terrorism/ protest / increased crime	6 (AO3)	
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	Question		Answer		Mark	Guidance
			security issues			
			11. Environment	Negative environmental impacts e.g. pollution / congestion / overcrowding / building works / destruction of green field sites		
			12. Redundant facilities	Facilities redundant / not used properly after the event/ expensive to maintain.		
			13. Deviance	Deviance in sport highlighted		
			14. Legacy	Increased participation or legacy not sustained		
			15. Unfair funding	Funding diverted to Olympic sports.		

Section C

Question	Answer	Guidance
4*	Level 3 (8–10 marks) <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. 	At Level 3 responses <u>are likely</u> to include: <ul style="list-style-type: none"> • Detailed and accurate explanation of the relationship between anxiety and quality of performance. • Consideration given to somatic and cognitive anxiety. • Many relevant sporting examples used well in the first part • Effective discussion of how both media and money impact on a performer's anxiety levels. <p>AO1, AO2 and AO3 all covered well in this level.</p>
4*	Level 2 (5–7 marks) <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. 	At Level 2 responses <u>are likely</u> to include: <ul style="list-style-type: none"> • Satisfactory explanation of the relationship between anxiety and quality of performance. • May consider somatic and cognitive anxiety but may be brief. • some sporting examples used in the first part • Some discussion of how both media and money impact on a performer's anxiety levels. • maximum of 3 marks to be awarded for AO1 and 3 marks for AO2; some AO3 required for top of this level.
4*	Level 1 (1–4 marks) <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. 	At Level 1 responses <u>are likely</u> to include: <ul style="list-style-type: none"> • Basic explanation of the relationship between anxiety and quality of performance. • Limited reference, if any to types of anxiety. • Limited use of examples • Limited discussion of how media and/or money impact on a performer's anxiety levels. • maximum of 3 marks to be awarded for AO1 with no application.

Marks: 10 (AO1 x4, AO2 x3, AO3 x3)

Guidance: Maximum of 4marks to be awarded for AO1.
Maximum of 3 marks to be awarded for AO2
Maximum of 3 marks to be awarded for AO3

Indicative Content:

AO1 - KU	AO2 – E.G.	AO3 – DEV
General anxiety		
1. Anxiety is the negative aspect of experiencing stress	Eg feeling of worry/inability to cope	
2. Two types of anxiety <ul style="list-style-type: none"> • trait anxiety • State anxiety 	e.g. feel anxious in all situations such as feeling nervous before all sports activity e.g. feeling nervous when performing in a final but not in a normal league match	<ul style="list-style-type: none"> • Trait anxiety is inherited/stable/enduring/consistent across all situations/globalised • State anxiety is felt in a particular situation/transient or stops when stressor is removed
3. Cognitive response to anxiety: <ul style="list-style-type: none"> • The psychological response 	e.g. worrying / nerves / negative thinking e.g. a basketball player worrying about a league final match the following weekend e.g. a golfer starting to relax and then missing a putt and cognitive anxiety increases again.	<ul style="list-style-type: none"> • Cognitive anxiety has the most significant effect on performance levels. • Cognitive anxiety can increase a week before the event and remain high. • During performance cognitive anxiety may remain high or drop then increase again • If cognitive anxiety continues to increase during performance this has a negative effect on performance/ there is a negative linear relationship between cognitive anxiety and quality of performance • A high level of cognitive anxiety results in poor performance • A low level of cognitive anxiety results in better level of performance.

		<ul style="list-style-type: none"> If cognitive anxiety and somatic anxiety are high this results in significant reduction in quality of performance/ catastrophe
<p>4. Somatic response to anxiety</p> <ul style="list-style-type: none"> The physical response 	<p>e.g. increased heart rate or pulse</p> <p>e,g the day before a league final competition</p>	<ul style="list-style-type: none"> Both types of response can occur at the same time and at different levels Somatic anxiety occurs near the time of the performance e.g. one day before But significantly increase 2 hours before performance
<p>5. (ZoF) Individual zone of functioning means that performers have a preferred level of arousal/anxiety for optimal performance</p>	<p>e.g. (In the correct zone) performance in a dressage test is effortless, controlled, intrinsically rewarding</p>	<ul style="list-style-type: none"> If a performer is within their preferred zone (high/medium or low) then they will perform to their optimum level, if not performance is impaired Being in the ZoF can lead to peak flow experience
<p>6. (High Z of F) Some performers have a high IZOF/perform best when anxiety is high</p>	<p>e.g. a high jumper in the Olympic final who gets the crowd to clap to get them psyched up/ in the zone</p> <p>e.g. weight lifters benefits from a high IZOF to generate the most power</p>	<ul style="list-style-type: none"> May be more often extroverted performers who have a low RAS and so seek the stimulation of high anxiety events to stimulate their RAS
<p>7. (Moderate Z of F) Some performers have a moderate IZOF/perform best when anxiety is at moderate levels</p>	<p>e.g. a hockey player doing a warm up with team mates getting ready for the match but then controlling anxiety with centring</p>	
<p>8. (Low Z of F) Some performers have a low IZOF/perform best when anxiety is at low levels</p>	<p>e.g. a tennis player putting the towel over their heads during the breaks and trying to focus on their performance and keeping control of anxiety levels</p> <p>e.g. a golfer making a putt needs a lower IZOF to have the control needed</p>	<ul style="list-style-type: none"> (Some research suggests that) player in teams sports tend to have lower IZOF than those competing in individual events May be more likely to be introverted performers who have a naturally high RAS and so seek out less stimulating environments
<p>9. Some players may be able to control their anxiety</p>	<p>e.g. premier league footballer may use techniques to lower their anxiety level</p>	<ul style="list-style-type: none"> Controlling anxiety will be beneficial to the performer and allow them to perform within their IZOF

	e.g. novice table tennis player may not be able to control anxiety	<ul style="list-style-type: none"> Inability to control anxiety will lead to poor performance
Media and availability of money – impact on anxiety		
10. More money involved in sport due to: <ul style="list-style-type: none"> big prize money big sponsorship deals commercialisation of sport 	e.g. prize money for winning Wimbledon e.g. Rafael Nadal has a big sponsorship deal with Nike	This can increase a performers anxiety <ul style="list-style-type: none"> performers worry about loss of event earnings / sponsorship Especially cognitive anxiety which will lead to reduction in quality of performance.
11. Availability of money has led to changes in technology which can increase anxiety	e.g. performance analysis using heart rate and distance covered monitoring e.g. Hawk Eye e.g. slow motion replays e.g. a footballer begins an attacking run later because they know VAR will review for offside	<ul style="list-style-type: none"> Performers may feel anxious as their performance is scrutinized much more than in the past before all the technology became available. Anxiety could increase during a game due to the tension that can occur due to video replay Players know games are analysed and may feel anxious to make sure they are completing successful passes or making a certain number of tackles.
12. Media coverage is now increased / global	e.g. more sport channels on TV / sky / red button / internet live streams	<ul style="list-style-type: none"> This can increase anxiety for performer as they know they are being watched by more people
13. Media attention hypes up sports events/ performers	e.g. a gymnast stops enjoying performing their floor routine because they feel like they are under so much pressure to win a Gold medal	<ul style="list-style-type: none"> This increases the intensity of a sports event/ public attention on the performer Which can increase anxiety and reduce quality of performance.
14. Media sources can add to anxiety levels due to performers being much more accessible / negative reporting of them	e.g. due to social media like Facebook and X (Twitter) and TicToc	<ul style="list-style-type: none"> This can lead to performers feeling anxious that they might be get a negative reaction when they come out of the changing room.
15. The nature of media, especially social media, can now make someone a global phenomenon almost overnight.	e.g. Simone Biles gaining a lot of media attention during the Olympics	<ul style="list-style-type: none"> Can be very overwhelming for an athlete that is not used to being in the public eye

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