



**General Certificate of Education (A-level)  
June 2013**

**Physical Education**

**PHED3**

**(Specification 2580)**

**Unit 3: Optimising performance and evaluating  
contemporary issues within sport**

**Final**

***Mark Scheme***

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Mark schemes are prepared by the Principal Examiner 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 examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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## Section A

### Question 1

In 2012, Jessica Ennis won the Olympic Heptathlon title, which involved running, throwing and jumping over two days of competition, as shown in **Figures 1, 2 and 3**.

To maximise performance during competition, a performer must develop their flexibility and ensure that their body maintains the correct water and electrolyte balance.

- 01** Explain how a performer uses proprioceptive neuromuscular facilitation (PNF) to increase flexibility, **and** outline the physiological changes that will occur if the correct water and electrolyte balance is not maintained.

(14 marks)

<p><b>Technique/method</b></p> <ul style="list-style-type: none"> <li>A. Can be passive/active</li> <li>B. Usually involves partner helping</li> <li>C. Stretch target muscles to limit/full range of movement/ROM</li> <li>D. Hold (stretched) position for a few seconds</li> <li>E. Contract muscle group <u>isometrically</u></li> <li>F. Muscles relax</li> <li>G. Stretch target muscles <u>again</u></li> <li>H. CRAC (contract/relax/antagonist/contract)</li> </ul> <p><b>Physiological explanation (during stretching)</b></p> <ul style="list-style-type: none"> <li>I. Muscle spindles detect changes in muscle (fibres)</li> <li>J. <u>Cause</u> stretch reflex</li> <li>K. Designed to prevent overstretching/protective</li> <li>L. (Aim of PNF) to override the stretch reflex</li> <li>M. Golgi Tendon organs/GTO activated/detect overstretching of muscles</li> <li>N. (causes) Muscles relax/autogenic inhibition</li> <li>O. Allows greater range of movement <u>than the initial stretch</u>/greater range of movement in the training session</li> </ul> <p><b>Water and electrolyte balance – Dehydration</b></p> <ul style="list-style-type: none"> <li>P. Blood thickens/increase in viscosity</li> <li>Q. Increase in heart rate/heart has to work harder</li> <li>R. Reduction in blood flow to working muscles/less oxygen to the muscles</li> <li>S. Blood flow to skin reduces/increase in body temperature/heat stroke/unable to maintain correct body temperature</li> <li>T. Slows reaction time/decision making/slows nerve impulses</li> <li>U. Muscle fatigue</li> <li>V. Muscle cramps</li> <li>W. Irregular heart beat</li> <li>X. Disruption to removal of waste products/lactic acid build up</li> </ul>	<p>D. accept up to 30 seconds</p> <p>M. The term ‘Golgi Tendon’ okay with suitable explanation</p> <p>F &amp; N. can only be credited if used in correct context N. Do NOT accept reciprocal inhibition O. not just increases flexibility</p> <p>W. Refers to change of heart patterns/rhythm, not just increase in heart rate</p>
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24 point mark scheme

Band Range	Band descriptors	
<b>Level 4</b> <b>12-14 mks</b>	<ul style="list-style-type: none"> <li>Addresses all areas of the question, demonstrates a wide range of depth and knowledge</li> <li>Expresses arguments clearly and concisely</li> <li>Few errors in spelling, punctuation and grammar, correct use of technical language</li> </ul>	16/17/18 points – 12 marks 19+ points = 13 marks + written Quality max 14 marks
<b>Level 3</b> <b>8-11 mks</b>	<ul style="list-style-type: none"> <li>Addresses most areas of the question, demonstrates a clear level of depth and knowledge</li> <li>Attempts to express arguments clearly and concisely</li> <li>Few errors in spelling, punctuation and grammar, correct use of technical language although sometimes inaccurately</li> </ul>	11/12 points – 8 marks 13/14 points – 9 marks 15 points – 10 marks + written quality max 11 marks
<b>Level 2</b> <b>4-7 mks</b>	<ul style="list-style-type: none"> <li>Addresses some aspects of the question but lacks sufficient depth and knowledge</li> <li>Limited attempt to develop any arguments or discussions, normally vague or irrelevant</li> <li>Errors in spelling, punctuation and grammar, limited use of technical language</li> </ul>	6/7 points – 4 marks 8/9 points – 5 marks 10 points – 6 marks + written quality max 7 marks
<b>Level 1</b> <b>1-3 mks</b>	<ul style="list-style-type: none"> <li>Addresses the question with limited success</li> <li>Major errors in spelling, punctuation and grammar, little use of technical language</li> </ul>	1/2 points – 1 mark 3/4/5 points – 2 marks + written quality max 3 marks
<b>Level 0</b> <b>0 mks</b>	<ul style="list-style-type: none"> <li>Addresses no aspect of the question</li> </ul>	

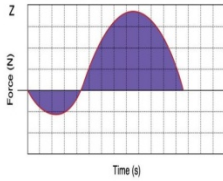
Question 2

Heptathletes are required to complete the 200 metre sprint, as shown in **Figure1**.

- 02** A 200 metre runner must exert a large force in a short period of time to generate an impulse. Sketch and label a graph to show the impulse generated during the acceleration phase of a 200 metre race.

(3 marks)

3 marks for 3 of:

<p>A. X Axis – (time)/milliseconds/seconds                      B. Y Axis – (force)/Newton's                      C. Shape of graph – negative and positive components of force shown with negative first                      D. Positive impulse clearly larger than negative impulse                      E. Positive and negative (force) labelled</p>	<p>A &amp; B. axis must be labelled with correct units to be credited. Accept with just units</p>  <p>E. only awarded if negative impulse is first in the diagram</p>
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- 03** With reference to the Sliding Filament Hypothesis, explain the roles of tropomyosin and troponin during muscles contraction. (4 marks)

4 marks for 4 of:

<p>A. Tropomyosin prevents myosin attaching to actin filaments                  B. Nerve impulse/electrical impulse/action potential                  C. <u>Releases</u> calcium ions (from sarcoplasmic reticulum)                  D. (Calcium ions) <u>attach</u> to troponin (on actin filaments)                  E. Causing shape of troponin to alter/moves out of the way                  F. Tropomyosin binds to actin/winds around/neutralises the troponin                  G. Exposes myosin binding site (on actin filament)                  H. Allows myosin to bind to actin/cross-bridges formed</p>	<p>'preparing the binding site' too vague</p>
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**Question 3**

One event in the heptathlon is the shot put, as shown in **Figure 2**. This involves one powerful, explosive movement.

- 04** Name **three** factors that affect the distance the shot travels. (1 mark)

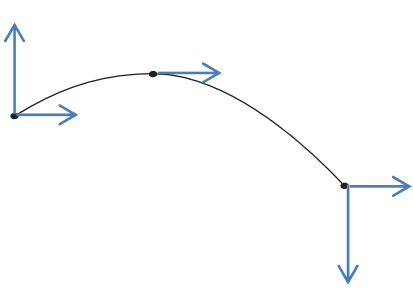
<p>A. <u>Height, Speed and Angle of release</u></p>	<p>All 3 must be named correctly                  Accept velocity for speed</p>
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- 05** Copy **Figure 4** and label your diagram to show the changing vertical and horizontal vectors at the following points:

- the point of release
- the highest point of flight
- the point immediately before landing.

(3 marks)

3 marks for 3 of:

<p><b>Point of release</b>                  A. Positive vertical component  <b>Highest point</b>                  B. No vertical component  <b>Before landing</b>                  C. Negative vertical component                  D. Equal horizontal component at all three points in flight</p> <p>Vector arrows must be present and attached to the correct point on the parabolic curve</p> 	<p>Arrows only required on diagram                  Specific points of flight path do not need to be identified</p>
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**06** Explain how energy is provided, allowing the athlete to complete the shot put. (3 marks)

3 marks for 3 of

<p>A. <u>Stored</u> ATP                  B. Alactic system/ATP-PC system/Phosphocreatine system/ATP-CP system                  C. PC breakdown                  D. To creatine and phosphate/C and P                  E. Energy used/released to perform the contraction/re-synthesis for ATP</p>	<p>Do not accept 'alactacid system' 'anaerobic system'                  Equations must be explained                  E. Must be linked to point C or D</p>
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**Question 4**

Athletes must have sufficient energy stores to compete and perform in a variety of weather conditions.

**07** Identify the energy sources that a performer may use during competition. (3 marks)

3 marks for 3 of:

<p>A. Carbohydrates/Glucose/Glycogen                  B. Protein/Lactate/Amino acids                  C. Fats/Fatty acids/Glycerol/Triglycerides                  D. Creatine/phosphocreatine</p>	
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Thermoregulation is essential in maintaining the correct body temperature.

**08** Explain how thermoregulation is achieved by the body during exercise. (4 marks)

4 marks for 4 of:

<p>A. <u>Thermoreceptors</u> – detect temperature changes and send messages                  B. <u>Thermoregulatory centre/medulla/hypothalamus</u> – receives messages/controls temperature                  C. <u>Vasodilation</u> – opening of blood vessels/blood closer to skin                  D. <u>Radiation</u> – heat lost by infrared rays/no physical contact needed                  E. <u>Conduction</u> – heat lost <u>from</u> (skin) to object/air                  F. <u>Convection</u> – heat lost by movement of gases/air                  G. <u>Evaporation</u> – heat lost by liquid to vapour/sweating                  H. Heat retention – hairs raised/shivering/piloerection                  I. <u>Vasoconstriction</u> – closing of blood vessels/skin capillaries</p>	<p>Must explain the function/role of the physiological term                   No marks for naming term only                   H &amp; I. context of answer must relate to cold conditions</p>
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## Section B

### Question 5

Sporting contests require the performer's full commitment, both physically and psychologically. The performance of some individuals can be hindered by over-arousal.

- 09** Explain, using appropriate psychological theories, the possible causes of aggressive behaviour during sporting contests **and** suggest strategies a coach could use to develop the assertive behaviour of a performer. (14 marks)

<p><b>Theories of Aggression</b></p> <ul style="list-style-type: none"> <li>A. <u>Instinct (Theory)/Trait (Theory)</u></li> <li>B. Aggression is innate/born with aggressive traits</li> <li>C. Aggression builds up and has to be released</li> <li>D. Displacement theory/individuals wait for acceptable time to be aggressive, eg sport</li> <li>E. Cathartic effect/catharsis</li> <li>F. <u>Frustration-Aggression (Hypothesis/theory)</u></li> <li>G. Blocked goal causes frustration</li> <li>H. Frustration causes aggression</li> <li>I. Release of aggression has cathartic effect/catharsis</li> <li>J. <u>Aggressive Cue (Hypothesis)/Cue Arousal (Theory)</u></li> <li>K. Frustration builds but aggression only released when socially desirable cue present, eg referee can't see you/coach encourages you to be aggressive</li> <li>L. <u>Social Learning (Theory)</u></li> <li>M. Aggression in learnt by observing and copying others/Vicarious experience</li> <li>N. Reinforcement causes behaviour to be repeated/or appropriate applied example</li> </ul> <p><b>Strategies to develop assertive behaviour</b></p> <ul style="list-style-type: none"> <li>O. Punish aggressive acts/fine player/drop for next match or equiv</li> <li>P. Develop player's code of conduct/promote fair play</li> <li>Q. Remove from situation/change position/substitution/change tactics</li> <li>R. Encourage peer support/group pressure</li> <li>S. Give role of responsibility/set performance goals/process goals</li> <li>T. Highlight non-aggressive/positive role models</li> <li>U. Reduce importance of event/avoid 'win at all cost' attitude</li> <li>V. Stress management techniques/accept named examples</li> <li>W. Rewards/positive reinforcement for assertive play</li> <li>X. Develop fitness levels</li> </ul>	<p>Theory must be correctly named to be credited with marks</p> <p>E. 'stress relief' too vague</p> <p>F. Frustration-Aggression Hypothesis must be named in full, NOT FA hypothesis</p> <p>H. can only be awarded if correct context of a goal being blocked is included</p> <p>Answers should focus on strategies the coach could use, not officials, NGBs or the individual</p> <p>P. focus is on encouraging non-aggressive behaviour</p> <p>W. focus is on rewarding non-aggressive behaviour</p>
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**24 point mark scheme**

<b>Band Range</b>	<b>Band descriptors</b>	
<b>Level 4 12-14 mks</b>	<ul style="list-style-type: none"> <li>Addresses all areas of the question, demonstrates a wide range of depth and knowledge</li> <li>Expresses arguments clearly and concisely</li> <li>Few errors in spelling, punctuation and grammar, correct use of technical language</li> </ul>	16/17/18 points – 12 marks 19+ points = 13 marks + written Quality max 14 marks
<b>Level 3 8-11 mks</b>	<ul style="list-style-type: none"> <li>Addresses most areas of the question, demonstrates a clear level of depth and knowledge</li> <li>Attempts to express arguments clearly and concisely</li> <li>Few errors in spelling, punctuation and grammar, correct use of technical language although sometimes inaccurately</li> </ul>	11/12 points – 8 marks 13/14 points – 9 marks 15 points – 10 marks + written quality max 11 marks
<b>Level 2 4-7 mks</b>	<ul style="list-style-type: none"> <li>Addresses some aspects of the question but lacks sufficient depth and knowledge</li> <li>Limited attempt to develop any arguments or discussions, normally vague or irrelevant</li> <li>Errors in spelling, punctuation and grammar, limited use of technical language</li> </ul>	6/7 points – 4 marks 8/9 points – 5 marks 10 points – 6 marks + written quality max 7 marks
<b>Level 1 1-3 mks</b>	<ul style="list-style-type: none"> <li>Addresses the question with limited success</li> <li>Major errors in spelling, punctuation and grammar, little use of technical language</li> </ul>	1/2 points – 1 mark 3/4/5 points – 2 marks + written quality max 3 marks
<b>Level 0 0 mks</b>	<ul style="list-style-type: none"> <li>Addresses no aspect of the question</li> </ul>	

**Question 6**

Elite performers have to develop high levels of self-confidence to optimise their performance.

**10** What do you understand by the term learned helplessness? (3 marks)

*3 marks for 3 of:*

<p>A. Performer perceives failure is inevitable/only option</p> <p>B. No control over the situation</p> <p>C. Causes avoidance behaviour/no task persistence/giving up is the only option/lack of effort</p> <p>D. Caused by attributing failure to <u>ability/internal stable</u> factors</p> <p>E. <u>Global/general learned helplessness</u> – general sporting situations, eg not good at water sports</p> <p>F. <u>Specific/Situational learned helplessness</u> – specific situations, eg not good at diving in the pool</p>	<p>D. 'incorrect attributes' too vague E &amp; F. must be explained</p>
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**11** Explain how the self-efficacy of a performer may be improved. (4 marks)

*4 marks for 4 of:*

<ul style="list-style-type: none"> <li>A. Performance accomplishments/success from previous performances/reminding performer of previous success/or equiv</li> <li>B. Avoid failure this can hinder self-efficacy</li> <li>C. Organise successful events/gradually increase task difficulty/make task easier</li> <li>D. Vicarious experiences/watching successful performances</li> <li>E. More effective if performers are of similar ability</li> <li>F. Verbal persuasion/encouragement/positive feedback/reinforcement from coach</li> <li>G. Emotional arousal/stress management techniques/mental rehearsal/establish set routines</li> <li>H. Set goals/targets/performance goals rather than outcome goals</li> <li>I. Avoid social comparison with other performers</li> <li>J. Use attributions correctly/attribution retraining/encouraging self-serving bias</li> </ul>	<p>The use of the terms from Bandura's model must be used in the context of improving self-efficacy to be credited with marks</p> <p>C. 'practice' too vague</p> <p>F. 'rewards' too vague</p>
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**Question 7**

The performer and the coach must work together so that the performer can control their arousal levels during a competition.

**12** Identify **three** characteristics of the peak flow experience. (3 marks)

*3 marks for 3 of:*

<ul style="list-style-type: none"> <li>A. Highly focussed on the task/good selective attention/fully absorbed/involved in activity</li> <li>B. Movement or skill feels effortless/physical <u>and</u> mental harmony</li> <li>C. Clear goals</li> <li>D. High levels of confidence/self-efficacy/sense of well being</li> <li>E. Sub-conscious feelings of control/being on autopilot/ automatic/optimal levels of arousal/zone of optimal functioning/ZOF</li> </ul>	<p>E. 'in the zone' too vague – needs link to correct arousal levels</p>
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When quality of performance and levels of satisfaction are high, optimal levels of arousal are more likely.

**13** Use **Figure 5** to explain how a coach can help the performer to reach optimal levels of arousal. (4 marks)

*4 marks for 4 of:*

<ul style="list-style-type: none"> <li>A. <u>Situation, performer and leader characteristics</u> must be considered</li> <li>B. (Required behaviour) – determined by the situation</li> <li>C. (Preferred behaviour) – the performer's ideal behaviour of the leader</li> <li>D. (Actual leader behaviour) – the leader's action towards the performer</li> <li>E. The closer the leader's behaviour is to that expected by performer the greater chance of optimal arousal/performance will be of a high quality/levels of satisfaction</li> <li>F. Having all three behaviours matching is the ideal</li> </ul>	<p>E. Refers to link between leader and group only, not the task</p>
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### Question 8

Many elite performers complete personality and anxiety tests as part of their preparation for competition.

- 14** Name **one** self-report questionnaire often used to measure anxiety **and** outline the disadvantages of using this form of data collection. (3 marks)

*3 marks for 3 of:*

<p><b>Named test</b></p> <p>A. <u>Sport Competition Anxiety Test/SCAT</u></p> <p>B. <u>State Trait Anxiety Inventory/STAI</u></p> <p>C. <u>Competitive Sport Anxiety Inventory/CSAI-2</u></p> <p><b>Disadvantages</b></p> <p>D. Misinterpretation of questions/lack of understanding</p> <p>E. Answers may not be truthful/provide socially desirable answers</p> <p>F. Questions may not allow for full answers/limited options to express emotions</p> <p>G. Inappropriate questions/biased questions</p> <p>H. Situation when completed may not be ideal/may rush to complete questionnaire</p>	<p>Accept first answer only for named questionnaire</p> <p>Sub-max of 1 mark for named test</p> <p>H. Do NOT accept 'time consuming'</p>
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- 15** How can knowledge of the interactionist theory of personality help a coach to improve the performance of an individual player? (4 marks)

*4 marks for 4 of:*

<p><b>Explanation of theory</b></p> <p>A. (Explanation of Interactionist Theory) – mixture of personality <u>traits</u> <u>and</u> the situation/trait theory <u>and</u> social learning theory</p> <p>B. Behaviour can alter in different situations</p> <p>C. (Lewin) – Behaviour = function(Personality x Environment) / B=f(PE)</p> <p>D. Psychological core/inner core is fairly permanent beliefs and values</p> <p>E. Typical response/middle layer is usual behaviour in a given situation</p> <p>F. Role-related behaviour/specific behaviour in a certain situation</p> <p><b>Application of theory</b></p> <p>G. Theories suggest performers can be taught to alter their behaviour and improve performance/teach performer to act in certain ways in specific circumstances/learn how to respond to a specific situation</p> <p>H. Coach identifies aspects of personality or behaviour to be changed</p> <p>I. Creates situations or experiences to cause a change of behaviour/ eg teach aggressive player to be assertive/introvert performer not to become over-aroused in front of a crowd</p> <p>J. Coach identifies a suitable situation to avoid specific aspects of personality being displayed, eg move position to avoid aggressive behaviour</p>	<p>Sub max of 3 marks</p> <p>D, E, F. No explanation required</p> <p>D, E, F. Accept annotated diagrams for Hollander's model No mark for just naming Hollander</p>
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## Section C

### Question 9

The modern Olympic Games have changed in nature and size since Baron Pierre de Coubertin organised the 1896 Athens Games, which involved only amateur performers competing in nine sports.

- 16** Explain the social factors **and** the support programmes in the UK that encourage the development of elite athletes and increase the chance of winning medals. (14 marks)

<ul style="list-style-type: none"> <li>A. Status of sport/level of media coverage</li> <li>B. Equal opportunities policies/anti-discrimination policies</li> <li>C. School/university experience</li> <li>D. Club network/access to clubs</li> <li>E. Parental/family/peer support</li> <li>F. Socio-economic status/social class</li> <li>G. (Funding) – private/scholarships/sponsorships or equiv/Sport Aid</li> <li>H. (Funding) – public/lottery/local authority or equiv.</li> <li>I. Sport England – coordinated development of grass roots/participation</li> <li>J. UK Sport coordinates development of elite sport/provide support services</li> <li>K. Co-ordinated approach of sports organisations/work together (UK Sport, Sport England, NGBs, EIS, BOA, Sports Coach UK, UKSI)</li> <li>L. Whole Sport Plans</li> <li>M. <u>High quality</u> facilities</li> <li>N. <u>High quality</u> coaching</li> <li>O. Talent identification programmes/TIPs/examples of TIPs, eg Girls for Gold, Pitch to Podium</li> <li>P. Levels of structured competition</li> <li>Q. Progression routes/district to county to region or equiv/LTAD</li> <li>R. Research and development programmes</li> <li>S. Sports science/biomechanics/sports psychology/nutritional advice/strength and conditioning</li> <li>T. Sports medicine/physiotherapy</li> <li>U. World Class Performance Pathway/Programme</li> <li>V. (explanation of WCPP) Talent – Development - Podium</li> <li>W. Talented Athlete Scholarship Scheme/TASS/Athlete Personal Awards</li> <li>X. Performance Lifestyle/ACE programme</li> </ul>	<p>Any organisation that is named has to have some description of what they do</p> <p>G &amp; H. 'funding' too vague G &amp; H. refers to source of funding, not distribution of funding</p> <p>K. Two organisations must be named to be credited</p> <p>V. three stages to be named</p>
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**24 point mark scheme**

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<b>Level 3 8-11 mks</b>	<ul style="list-style-type: none"> <li>Addresses most areas of the question, demonstrates a clear level of depth and knowledge</li> <li>Attempts to express arguments clearly and concisely</li> <li>Few errors in spelling, punctuation and grammar, correct use of technical language although sometimes inaccurately</li> </ul>	11/12 points – 8 marks 13/14 points – 9 marks 15 points – 10 marks + written quality max 11 marks
<b>Level 2 4-7 mks</b>	<ul style="list-style-type: none"> <li>Addresses some aspects of the question but lacks sufficient depth and knowledge</li> <li>Limited attempt to develop any arguments or discussions, normally vague or irrelevant</li> <li>Errors in spelling, punctuation and grammar, limited use of technical language</li> </ul>	6/7 points – 4 marks 8/9 points – 5 marks 10 points – 6 marks + written quality max 7 marks
<b>Level 1 1-3 mks</b>	<ul style="list-style-type: none"> <li>Addresses the question with limited success</li> <li>Major errors in spelling, punctuation and grammar, little use of technical language</li> </ul>	1/2 points – 1 mark 3/4/5 points – 2 marks + written quality max 3 marks
<b>Level 0 0 mks</b>	<ul style="list-style-type: none"> <li>Addresses no aspect of the question</li> </ul>	

**Question 10**

The 19th century English public schools had a major impact on the development of rational recreation and the sporting values of the modern Olympic Games.

- 17** What are the similarities between the sporting values of the 19th century English public schools and the modern Olympic Games? (3 marks)

*3 marks for 3 of:*

Both encourage; A. Sportsmanship/respect for opponent/fairplay B. Athleticism/physical endeavour <u>with</u> moral integrity C. Follow unwritten rules of the sport/etiquette/code of conduct D. Taking part is more important rather than winning/team loyalty as well as individual success E. No monetary prizes/winning for the glory/amateurism F. Self-discipline/ <u>maximum</u> effort/ <u>high</u> commitment level G. Natural ability – no drugs	Not – contract to compete' unless explained and relevant links made  'Muscular Christianity' is irrelevant in this context
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- 18** Explain how, during the 19th Century, ex-public school boys influenced the development of sport in the UK and around the world.

(4 marks)

4 marks for 4 of:

<ul style="list-style-type: none"> <li>A. Impact of universities/old boys network <u>led to</u> codification/rules and regulations/clubs</li> <li>B. Establishment of governing bodies <u>led to</u> regular competitions/leagues</li> <li>C. Industrialists/employers <u>developed</u> factory teams/facilities</li> <li>D. Clergy <u>developed</u> church clubs/teams/YMCA/Boys Brigade</li> <li>E. <u>Officers</u> used sport with Armed services/troops</li> <li>F. (Ex-public school boys) travelled the <u>British Empire</u> and introduced new sports</li> <li>G. Philanthropists/social reformers <u>built</u> facilities/<u>encouraged</u> social reform</li> <li>H. Teachers/blues <u>and</u> some impact implied, eg taught sport</li> <li>I. Politicians <u>introduced</u> Acts of Parliament for public provision of facilities</li> </ul>	<p>Must have attempted to explain how they influenced development not just state grouping</p> <p>F. Do NOT accept travelled the world as it is too vague</p>
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### Question 11

At the London 2012 Olympic Games, billions of people watched both amateurs and professionals competing in 26 sports.

- 19** Suggest reasons why the International Olympic Committee (IOC) has allowed professional performers to compete at the Olympic Games in recent years. (3 marks)

3 marks for 3 of:

<ul style="list-style-type: none"> <li>A. Many traditional amateur sports are now professional</li> <li>B. Blurring of amateur and professional status in many sports/difficult to make clear distinction between 'true' amateur and others</li> <li>C. Olympic Ideal maintained/correct sporting ethics</li> <li>D. No prize/appearance money awarded</li> <li>E. Amateurs can still compete</li> <li>F. Higher standard of competition</li> <li>G. Greater spectator/media interest</li> <li>H. High levels of income/media rights/ticket prices</li> </ul>	
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- 20** Discuss the suggestion that the increased media coverage of elite sport has had a positive impact on coaches. (4 marks)

4 marks for 4 of:

<p><b>Agree</b></p> <ul style="list-style-type: none"> <li>A. Greater profile/public awareness of their role</li> <li>B. Increased salary/job opportunities</li> <li>C. Greater funding from media rights to develop players/team/squad/support systems</li> <li>D. Easier to analyse opposition</li> <li>E. Learn from other coaches</li> </ul> <p><b>Disagree</b></p> <ul style="list-style-type: none"> <li>F. Greater pressure/expected to produce results</li> <li>G. Greater expectation to deal with media/answer questions/invasion of privacy or equiv</li> <li>H. Hire and fire culture/easier to lose job</li> <li>I. Coaches at clubs/sports with less coverage have less funding</li> <li>J. Coaches at clubs/sports with less coverage find it harder to attract performers</li> <li>K. Media allows opposition access to team tactics</li> </ul>	<p>Sub max of 2 marks per section</p> <p>Not just 'more money' – need to say how it can be used</p>
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**Question 12**

There have been many examples of deviancy throughout the history of the modern Olympic Games, even though all performers agree to the Olympic Oath.

- 21** Explain the terms positive deviancy and negative deviancy. Use practical examples to support your answer. (3 marks)

3 marks for 3 of:

<ul style="list-style-type: none"> <li>A. (Negative Deviancy) – Behaviour against societies norms and values/against sporting ethic/sub-normal behaviour</li> <li>B. Example – intentionally breaking the rules/fouling another player/doping/violence/match fixing</li> <li>C. (Positive Deviancy) – Over conformity to sporting ethic</li> <li>D. Example – over training/competing with an injury/over commitment to win and unintentionally injures another player</li> </ul>	<p>B. NOT gamesmanship</p>
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- 22** Suggest reasons why there have been very few instances of spectator violence at the modern Olympic Games compared to some other major sporting events. (4 marks)

4 marks for 4 of:

<ul style="list-style-type: none"> <li>A. Olympics only once every 4 years</li> <li>B. Crowds from many countries/less intense rivalry</li> <li>C. Fairplay/international understanding encouraged/Olympic ideal actively promoted</li> <li>D. Less media <u>hype</u> to incite crowd</li> <li>E. Family orientated</li> <li>F. Alcohol drinking culture not usual</li> <li>G. Less pre-arranged organised violence</li> <li>H. Behaviour of performers does not deliberately incite opposition supporters</li> <li>I. Multi-sport competition</li> </ul>	<p>Not 'high levels of security'</p> <p>D. Accept equivalent words to hype/incite, NOT just media hype</p>
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