

# Physical Education

Advanced GCE

Unit **G453**: Principles and concepts across different areas of Physical Education

## **Mark Scheme for January 2012**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
✓	= <b>Correct response</b>
NAQ	= Not answering the question
BOD	= Benefit of the doubt
R	= Repeat
Vg	= Too Vague
DEV	= Development (levels scheme)
IRRL	= Significant amount of material which does not answer the question
SEEN	= Noted but no credit given
L1	= Level 1 (levels of response scheme)
L2	= Level 2 (levels of response scheme)
L3	= Level 3 (levels of response scheme)
L4	= Level 4 (levels of response scheme)
P	= Practical example (levels of response scheme)
E	= Evaluative point (levels of response scheme)
i	= Independent opinion (levels of response scheme)

## Section A Historical Studies (Option A1)

Question		Answer	Marks	Guidance																						
1	(a)	<p><b>5 marks for 5 of:</b> <b>Description of stage one (sub max 4)</b></p> <table border="1"> <tr> <td>1. (pop rec/ uncivilised)</td> <td>Like (institutionalised) popular recreation/activities cruel or violent/ranged from simple to barbaric/games of force rather than skill/Barbarian or uncivilised games or behaviour</td> </tr> <tr> <td>2. (reflection)</td> <td>schools reflected society (which was 'uncivilised')</td> </tr> <tr> <td>3. (bullying)</td> <td>Bullying/brutality/ fagging / severe punishments/poor relationships/hooligan behaviour/rebellion</td> </tr> <tr> <td>4. (boy culture)</td> <td>'Boy culture'/activities organised by boys themselves/games ignored by teachers</td> </tr> <tr> <td>5. (facilities)</td> <td>facilities simple or natural</td> </tr> <tr> <td>6. (rules)</td> <td>limited or simple rules to games</td> </tr> <tr> <td>7. (Melting Pot)</td> <td>Melting pot / each school developed its own sporting culture/schools' sporting culture dependent on natural facilities</td> </tr> <tr> <td>8. (adopt/adapt)</td> <td>Activities adopted or adapted (from home)</td> </tr> <tr> <td>9. (Spartan)</td> <td>Spartan or severe living conditions</td> </tr> </table> <p><b>Reasons for transition to stage two (sub max 1)</b></p> <table border="1"> <tr> <td>10.(civilising process)</td> <td>Civilising process/Britain becoming more civilised or ordered/increased law and order/need for social control/social development linked to increased responsibility given to boys/police force established so behaviour more civilised/RSPCA established so cruelty against animals reduced</td> </tr> <tr> <td>11. (Arnold)</td> <td>Impact or arrival of Dr Arnold/ Arnold a clergyman keen to instil Christian values/Arnold keen to reform/ moral development/increased health awareness/intellectual development linked to educational change</td> </tr> </table>	1. (pop rec/ uncivilised)	Like (institutionalised) popular recreation/activities cruel or violent/ranged from simple to barbaric/games of force rather than skill/Barbarian or uncivilised games or behaviour	2. (reflection)	schools reflected society (which was 'uncivilised')	3. (bullying)	Bullying/brutality/ fagging / severe punishments/poor relationships/hooligan behaviour/rebellion	4. (boy culture)	'Boy culture'/activities organised by boys themselves/games ignored by teachers	5. (facilities)	facilities simple or natural	6. (rules)	limited or simple rules to games	7. (Melting Pot)	Melting pot / each school developed its own sporting culture/schools' sporting culture dependent on natural facilities	8. (adopt/adapt)	Activities adopted or adapted (from home)	9. (Spartan)	Spartan or severe living conditions	10.(civilising process)	Civilising process/Britain becoming more civilised or ordered/increased law and order/need for social control/social development linked to increased responsibility given to boys/police force established so behaviour more civilised/RSPCA established so cruelty against animals reduced	11. (Arnold)	Impact or arrival of Dr Arnold/ Arnold a clergyman keen to instil Christian values/Arnold keen to reform/ moral development/increased health awareness/intellectual development linked to educational change	5	<p><b>Sub max 4 for description</b></p> <p><b>Sub max 1 for reasons for transition</b></p> <p><b>Do not accept for Pt 6 No rules</b></p>
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(b)	<p><b>5 marks for 5 of:</b>  <b>Influence of university ‘melting pot’ (sub max 4)</b></p> <table border="1" data-bbox="360 300 1312 579"> <tr> <td data-bbox="360 300 689 368">1. (rules)</td> <td data-bbox="689 300 1312 368">Common set of rules / codification established/NGB’s</td> </tr> <tr> <td data-bbox="360 368 689 437">2. (fixtures)</td> <td data-bbox="689 368 1312 437">Teams could play each other/more or regular fixtures</td> </tr> <tr> <td data-bbox="360 437 689 505">3. (compromise)</td> <td data-bbox="689 437 1312 505">Ex public school boys had to compromise or sacrifice their school rules</td> </tr> <tr> <td data-bbox="360 505 689 579">4. (retention)</td> <td data-bbox="689 505 1312 579">Some schools’ rules retained as internal or festival games (still played today)</td> </tr> </table> <p><b>Influence of Oxbridge graduates (sub max 4)</b></p> <table border="1" data-bbox="360 635 1312 1257"> <tr> <td data-bbox="360 635 689 671">5. (NGBs)</td> <td data-bbox="689 635 1312 671">They established (many) NGBs / admin skills</td> </tr> <tr> <td data-bbox="360 671 689 740">6. (assistant masters)</td> <td data-bbox="689 671 1312 740">They returned to (to their own) schools as (assistant) masters to help with games</td> </tr> <tr> <td data-bbox="360 740 689 874">7. (other schools)</td> <td data-bbox="689 740 1312 874">They went on to teach at preparatory or middle class or other schools and spread passion for team games or the cult of athleticism</td> </tr> <tr> <td data-bbox="360 874 689 943">8. (role models)</td> <td data-bbox="689 874 1312 943">They were role models/boys looked up to them/‘blues’ highly admired</td> </tr> <tr> <td data-bbox="360 943 689 1011">9. (spread abroad)</td> <td data-bbox="689 943 1312 1011">They took games abroad as army officers or missionaries or as part of colonial service</td> </tr> <tr> <td data-bbox="360 1011 689 1048">10. (old boys clubs)</td> <td data-bbox="689 1011 1312 1048">They established old boys’ clubs</td> </tr> <tr> <td data-bbox="360 1048 689 1150">11. (priests)</td> <td data-bbox="689 1048 1312 1150">They spread games at home as: Priests or vicars through parish teams/ community members who set up clubs</td> </tr> <tr> <td data-bbox="360 1150 689 1187">12. (industrialists)</td> <td data-bbox="689 1150 1312 1187">As industrialists providing for factory teams</td> </tr> <tr> <td data-bbox="360 1187 689 1257">13. community/ politics)</td> <td data-bbox="689 1187 1312 1257">As politicians or community leaders who provided funding or facilities or support</td> </tr> </table>	1. (rules)	Common set of rules / codification established/NGB’s	2. (fixtures)	Teams could play each other/more or regular fixtures	3. (compromise)	Ex public school boys had to compromise or sacrifice their school rules	4. (retention)	Some schools’ rules retained as internal or festival games (still played today)	5. (NGBs)	They established (many) NGBs / admin skills	6. (assistant masters)	They returned to (to their own) schools as (assistant) masters to help with games	7. (other schools)	They went on to teach at preparatory or middle class or other schools and spread passion for team games or the cult of athleticism	8. (role models)	They were role models/boys looked up to them/‘blues’ highly admired	9. (spread abroad)	They took games abroad as army officers or missionaries or as part of colonial service	10. (old boys clubs)	They established old boys’ clubs	11. (priests)	They spread games at home as: Priests or vicars through parish teams/ community members who set up clubs	12. (industrialists)	As industrialists providing for factory teams	13. community/ politics)	As politicians or community leaders who provided funding or facilities or support	5	<p><b>Sub max 4 for influence of university ‘melting pot’</b></p> <p><b>Sub max 4 for influence of Oxbridge graduates</b></p>
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<b>(d)*</b>	
<b>Levels Descriptors</b>	<b>Levels Discriminators</b>
<p><b>Level 4 (18 – 20 marks)</b> A comprehensive answer:</p> <ul style="list-style-type: none"> <li>• detailed knowledge &amp; excellent understanding</li> <li>• detailed analysis and excellent critical evaluation</li> <li>• well-argued, independent opinion and judgements which are well supported by relevant practical examples</li> <li>• very accurate use of technical and specialist vocabulary</li> <li>• high standard of written communication throughout.</li> </ul>	<p>Discriminators at <b>Level 4</b> <u>are likely</u> to include:</p> <ul style="list-style-type: none"> <li>• detailed knowledge and excellent understanding of reasons for replacement (rather than just points of knowledge about each approach); consistently and accurately applied</li> <li>• excellent evaluation to include both positive and negative aspects of both the national curriculum and the 1950s approach together with a conclusion.</li> <li>• all aspects of question addressed with balance (why 1933 was replaced/evaluation of NC v 1950s)</li> </ul>
<p><b>Level 3 (13 - 17 marks)</b> A competent answer:</p> <ul style="list-style-type: none"> <li>• good knowledge and clear understanding</li> <li>• good analysis and critical evaluation</li> <li>• independent opinions and judgements will be present but may not always be supported by relevant practical examples</li> <li>• generally accurate use of technical and specialist vocabulary</li> <li>• written communication is generally fluent with few errors.</li> </ul>	<p>Discriminators at <b>Level 3</b> <u>are likely</u> to include:</p> <ul style="list-style-type: none"> <li>• good knowledge and clear understanding of reasons for replacement (rather than just points of knowledge about each approach)</li> <li>• good evaluation of both the national curriculum and the 1950s approach together with a conclusion.</li> <li>• all aspects of question addressed but not necessarily with balance (why 1933 was replaced/evaluation of NC v 1950s)</li> </ul>
<p><b>Level 2 (8 - 12 marks)</b> A limited answer:</p> <ul style="list-style-type: none"> <li>• limited knowledge and understanding</li> <li>• some evidence of analysis and critical evaluation</li> <li>• opinion and judgement given but often unsupported by relevant practical examples</li> <li>• technical and specialist vocabulary used with limited success</li> <li>• written communication lacks fluency and contains errors.</li> </ul>	<p>Discriminators at <b>Level 2</b> <u>are likely</u> to include:</p> <ul style="list-style-type: none"> <li>• limited knowledge and understanding of reasons for replacement ie some attempt at explaining reasons for replacement rather than just points of knowledge about each approach</li> <li>• some evidence of evaluation although likely to be more descriptive than evaluative</li> <li>• an unbalanced approach but at the top end of this level all parts of the question are likely to be addressed</li> </ul>
<p><b>Level 1 (0 - 7 marks)</b> A basic answer:</p> <ul style="list-style-type: none"> <li>• basic knowledge and little understanding</li> <li>• little relevant analysis or critical evaluation</li> <li>• little or no attempt to give opinion or judgement</li> <li>• little or no attempt to use technical and specialist vocabulary</li> <li>• errors in written communication will be intrusive.</li> </ul>	<p>At <b>Level 1</b> candidates <u>are likely</u> to:</p> <ul style="list-style-type: none"> <li>• show basic knowledge and understanding of the reasons for replacement</li> <li>• be descriptive rather than explanatory or evaluative</li> <li>• be unbalanced and not address all aspects</li> </ul>
<p><b>[0 marks]</b> No response or no response worthy of credit.</p>	

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4. (war)	Blitz or war time bombings created need for re-building programme <ul style="list-style-type: none"> <li>• New schools built (with new gymnasia)</li> </ul>																						
5. (creativity - teaching)	A more creative approach needed <ul style="list-style-type: none"> <li>• a desire for fewer prescriptive 'tables'</li> <li>• more autonomy for teachers wanted</li> </ul>																						
6. (women)	By 1950 women PE teachers demanded a different approach <ul style="list-style-type: none"> <li>• More child centred approach</li> <li>• Eg 'graduates' of Dartford college or other example</li> </ul>																						
7. (equipment)	Better provision <ul style="list-style-type: none"> <li>• Additions to playgrounds available/full apparatus</li> <li>• Eg purpose build gymnasia/apparatus like army assault courses</li> </ul>																						
8. (welfare state)	1950s welfare state system/improved standard of living/ <ul style="list-style-type: none"> <li>• government keen to provide for/encourage health</li> </ul>																						
9. (social change)	Social change <ul style="list-style-type: none"> <li>• from strict class system to (alleged) equality of opportunity for all</li> </ul>																						
10.(training)	By 1950s better teaching <ul style="list-style-type: none"> <li>• PE a profession</li> <li>• PE colleges training specialist teachers</li> <li>• EG Chester College or other</li> </ul>																						



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## Section A Comparative Studies (Option A2)

Question		Answer	Marks	Guidance	
2	(a)	<b>5 marks for 5 of: Australia (sub max 4):</b>	5	<b>Sub max 4 for Australia Sub max 1 for UK</b>	
		1. (Australian)			adapted from Aboriginal game/links to indigenous population/links to heritage / distinctly Australian game
		2. (cricket)			Links with cricket helped development / started as winter training game for cricketers
		3. (People's game/egalitarian)			The People's Game (Populo Ludus Populi)/appeals to all/inclusive game/opportunity for minority or ethnic groups/game for players and spectators from all social backgrounds/suits or links with egalitarian culture/Aboriginals well represented/disproportionate number of Aboriginals at top level/supports notion of Australia as 'land of the fair go'
		4. (frontierism)			Reflection of: bush culture/Australian culture/frontier or pioneering spirit/reflects need to work together in 'hostile environment'/manly image
		5. (space)			Plenty of space/large open spaces throughout country
		6. (National)			spread beyond roots in Victoria/played in all States/national competitions have helped spread game
		7. (media/commercial)			Wide media appeal/good product for media/commercial breaks during games opportunity for commercialism/highly commercialised (at top level)/opportunities for commercialism or business or sponsorship / exciting to watch
		8. (Draft)			Draft system helps clubs the following season/gives low finishing clubs first opportunity to select best players
		9. (fame/fortune)			Opportunity for fame/fortune for best players / influence of role models
		10. (women)			Promotion of female participation/governing bodies promote female participation/can be played by all body types
		11.(schools)			Played extensively in schools/played by boys and girls in schools/focus on fair play in schools
		12.(pathway to top)			Extensive pathway programmes/opportunities for progression
		13. (season)			Long season/8 month season/always at forefront of people's minds

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			<p><b>UK (sub max 1):</b></p> <table border="1"> <tr> <td>14. (lack of....)</td> <td>Other sports dominant/no space for another major game/other sports dominate school curricula/tradition of other sports/lack of knowledge of it/ lack of media coverage / lack of teaching or coaching expertise/lack of role models</td> </tr> </table>	14. (lack of....)	Other sports dominant/no space for another major game/other sports dominate school curricula/tradition of other sports/lack of knowledge of it/ lack of media coverage / lack of teaching or coaching expertise/lack of role models		
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(c)	<b>5 marks for 5 of:</b>			5	
		<b>PE in USA</b>	<b>Comparison with UK</b>		
	1. (focus on...)	direct skill learning/fitness/training	...participation/skill learning/holistic development/educational emphasis / BAHL		
	2. (content)	credit accurate response on content	credit accurate response on content		
	3. (assessment)	(focus on) testing or measurement	(less formal) teacher assessment		
	4. (exams)	Limited/none at school level	Widespread examinations in PE		
	5. (prof dev...)	...provided by superintendent or state	...provided via public or private routes		
	6. (good practice)	Blue Ribband Schools/Beacon Schools	Specialist sports colleges/Beacon Schools/independent school that focus on sport		
	7. (admin)	Decentralised admin	Decentralised admin/becoming more centralised		
	8. (funding)	State funded	State funded/schools need or seek additional funding		
	9. (control)	Controlled by school board	Schools (increasingly) autonomous/government determines curriculum		
	10. (inspection)	Inspected by superintendent (of school board)	Inspection by Ofsted		
	11. (NC)	No National curriculum/optional	National curriculum/ PE secure as subject/compulsory to 16 yrs		
12. (status)	PE lower status thought less valuable than in UK	PE higher status			

<b>(d)*</b>	
<b>Levels Descriptors</b>	<b>Levels Discriminators</b>
<p><b>Level 4 (18 – 20 marks)</b> A comprehensive answer:</p> <ul style="list-style-type: none"> <li>• detailed knowledge &amp; excellent understanding</li> <li>• detailed analysis and excellent critical evaluation</li> <li>• well-argued, independent opinion and judgements which are well supported by relevant practical examples</li> <li>• very accurate use of technical and specialist vocabulary</li> <li>• high standard of written communication throughout.</li> </ul>	<p>Discriminators at <b>Level 4</b> <u>are likely</u> to include:</p> <ul style="list-style-type: none"> <li>• detailed knowledge and excellent understanding of cultural factors that influence sporting excellence in the UK and the USA</li> <li>• direct comparisons of cultural factors throughout</li> <li>• high quality independent opinion/judgement re the similarities and differences</li> <li>• a well-structured, balanced answer</li> </ul>
<p><b>Level 3 (13 - 17 marks)</b> A competent answer:</p> <ul style="list-style-type: none"> <li>• good knowledge and clear understanding</li> <li>• good analysis and critical evaluation</li> <li>• independent opinions and judgements will be present but may not always be supported by relevant practical examples</li> <li>• generally accurate use of technical and specialist vocabulary</li> <li>• written communication is generally fluent with few errors.</li> </ul>	<p>Discriminators at <b>Level 3</b> <u>are likely</u> to include:</p> <ul style="list-style-type: none"> <li>• good knowledge and clear understanding of cultural factors that influence sporting excellence in the UK and the USA</li> <li>• some direct comparisons which show good knowledge of the cultural factors that influence sporting excellence.</li> <li>• high quality independent opinion/judgement re the similarities and differences</li> <li>• a competently structured, balanced answer</li> </ul>
<p><b>Level 2 (8 - 12 marks)</b> A limited answer:</p> <ul style="list-style-type: none"> <li>• limited knowledge and understanding</li> <li>• some evidence of analysis and critical evaluation</li> <li>• opinion and judgement given but often unsupported by relevant practical examples</li> <li>• technical and specialist vocabulary used with limited success</li> <li>• written communication lacks fluency and contains errors.</li> </ul>	<p>Discriminators at <b>Level 2</b> <u>are likely</u> to include:</p> <ul style="list-style-type: none"> <li>• limited knowledge and understanding of cultural factors that influence sporting excellence in the UK and the USA</li> <li>• some attempt at a comparison of the cultural factors</li> <li>• a description of cultural factors rather than a focus on their influence</li> </ul>
<p><b>Level 1 (0 - 7 marks)</b> A basic answer:</p> <ul style="list-style-type: none"> <li>• basic knowledge and little understanding</li> <li>• little relevant analysis or critical evaluation</li> <li>• little or no attempt to give opinion or judgement</li> <li>• little or no attempt to use technical and specialist vocabulary</li> <li>• errors in written communication will be intrusive.</li> </ul>	<p>At <b>Level 1</b> candidates <u>are likely</u> to:</p> <ul style="list-style-type: none"> <li>• show basic knowledge of the factors</li> <li>• make little or no attempt to compare</li> <li>• describe factors rather than focus on their influence on sporting excellence</li> </ul>
<p><b>[0 marks]</b> No response or no response worthy of credit.</p>	

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	4. (schools)	<b>DIFF:</b> no or limited tradition of public school influence <ul style="list-style-type: none"> <li>• Mimic the pro game</li> </ul>	Influence of C19th Public Schools <ul style="list-style-type: none"> <li>• importance of fair play</li> </ul>																										
	<b>Geographical:</b>																												
	5. (population)	Population approx 300 million <ul style="list-style-type: none"> <li>• concept of large country aiming high</li> </ul>	<b>DIFF:</b> Population approx 60 million <ul style="list-style-type: none"> <li>• Concept of small country aiming low</li> </ul>																										

Question	Answer			Marks	Guidance
	<b>Political:</b>				
	6. (Policy/ pathway)	Clear structure of governing body control helps • university pathway helps	<b>DIFF/BUT:</b> improving organisation and administration of high performance sport • Academies		
	7. (system)	Decentralised system	<b>SIM/BUT:</b> decentralised system • several autonomous bodies Eg Youth Sport Trust		
	8. (funding)	Limited direct government funding of high level sport • Private funding	<b>SIM:</b> + national lottery • some government, lottery and private funding		
	9. (economy)	Capitalism drives sport • capitalism driven by competition which is mirrored in sport	<b>DIFF:</b> mixed economy • not exclusively driven by competition		
	10. (golden triangle)	USA drove link between sport and commercialism	<b>TRAD DIFF – BUT:</b> Increased commercialisation of sport • sport linked with multi- national companies • impact of ‘golden triangle’ • UK followed American lead		
	11. (fame/fortune)	Fame or fortune for more/in all professional sports/in many university sports Eg basketball	<b>SIM/BUT:</b> Fame or fortune for few/opportunities not widespread • Mainly for men Eg Association Football		



Question	Answer			Marks	Guidance
	<b>Social:</b>				
	12. (discrimination)	Discrimination <ul style="list-style-type: none"> <li>• impact on opportunity, provision, esteem</li> <li>• impact on minority group participation and performance</li> <li>• WASP dominance</li> <li>• stacking/centrality</li> </ul>	<b>SIM:</b> opportunity not equal <ul style="list-style-type: none"> <li>• lack of opportunity, provision, esteem</li> <li>• impact of class</li> <li>• limited participation by minority groups/</li> </ul>		
	13. (opportunity)	<b>BUT:</b> Land of opportunity/land of the free <ul style="list-style-type: none"> <li>• theoretical opportunities for all/claim of cultural pluralism/ Eg Williams/Jordan</li> </ul>	Some sports attract minorities/ Eg Rugby Women's World Cup		
	14. (tradition)	<b>DIFF:</b> Lack of tradition of mass participation	Tradition of mass participation (which feeds excellence)		
	15. (incentive)	American Dream <ul style="list-style-type: none"> <li>• rags to riches possible</li> </ul>	<b>DIFF:</b> Limited incentive for majority		
	<b>Values:</b>				
	16. (Lombardian v counter culture)	Lombardian or win ethic <ul style="list-style-type: none"> <li>• Vince Lombardi as 1960s football coach Eg any of Big Four sports Limited outlet for culture counter culture or radical ethic activities</li> </ul>	<b>DIFF:</b> tradition of taking part rather than winning <ul style="list-style-type: none"> <li>• winning important but ruthless pursuit has traditionally not been considered to be sporting</li> <li>• Sportsmanship or fair play</li> </ul>		

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>Counter culture – taking part more important than winning Eg lifetime sports/keeping fit/backpacking/outdoor recreation</li> <li>Radical – equal importance of taking part and winning Eg amateur sport – golf/running</li> <li>Zero-sum mentality – no draws</li> </ul>	<p><b>BUT:</b> increasing Lombardianism at top level</p> <ul style="list-style-type: none"> <li>Impact of 2012 Olympics for winning medals</li> </ul>	
		17. (elitism)	Elitist system/elitism dominant	<b>DIFF:</b> Elitism not a traditional value/ reluctant to adopt elitist policy	
		18. (young people)	Sport for young people driven mainly by Lombardianism	<b>DIFF/BUT:</b> Sport for young people driven by participation as well as performance	

## Section B Sports Psychology (Option B1)

Question		Answer	Marks	Guidance								
3	(a)	<p><b>2 marks for characteristic of extrovert and neurotic</b>  <b>2 marks for practical examples of Type A and Type B</b></p> <table border="1"> <tr> <td>1. (extroversion)</td> <td>Outgoing/affiliates to other people/likes to be with others/sociable <b>(Do not accept confident on its own unless 'confident in the presence of others')</b></td> </tr> <tr> <td>2. (neurotic)</td> <td>Unstable/unpredictable/(tends towards) mood swings/(highly) emotional/tendency to worry/exhibit anxiety</td> </tr> <tr> <td>3. (Type A)</td> <td>Practical example showing high personal stress levels/anxious/high arousal/apprehensive/intolerant/impatient/works fast / ambitious / aggressive / highly competitive Eg Football player being very anxious and wound-up about playing</td> </tr> <tr> <td>4. (Type B)</td> <td>Practical example showing low personal stress/low arousal/cool under pressure/confident/tolerant/relaxed / passive / less competitive (than Type A). Eg Athlete being very confident or calm when preparing for a race</td> </tr> </table>	1. (extroversion)	Outgoing/affiliates to other people/likes to be with others/sociable <b>(Do not accept confident on its own unless 'confident in the presence of others')</b>	2. (neurotic)	Unstable/unpredictable/(tends towards) mood swings/(highly) emotional/tendency to worry/exhibit anxiety	3. (Type A)	Practical example showing high personal stress levels/anxious/high arousal/apprehensive/intolerant/impatient/works fast / ambitious / aggressive / highly competitive Eg Football player being very anxious and wound-up about playing	4. (Type B)	Practical example showing low personal stress/low arousal/cool under pressure/confident/tolerant/relaxed / passive / less competitive (than Type A). Eg Athlete being very confident or calm when preparing for a race	4	<p><b>2 marks for characteristic of extrovert and neurotic</b></p> <p><b>2 marks for practical examples of Type A and Type B</b></p>
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Question	Answer	Marks	Guidance	
(b)	<b>Description of styles (sub max 4):</b>	6	<b>Sub max 4 for descriptions of styles</b>  <b>Sub max 2 for practical examples of Broad and Internal</b>  <b>If combined then look for equivalent to points 5 and 6</b>	
	1. (Broad)			Focus or concentrate on a lot of information or peripheral stimuli/placements or positions of other players or performers
	2. (Narrow)			Focus or concentrate on very few stimuli/concentrate on small amount of information
	3. (External)			Focus or concentrate on outside/environmental factors
	4. (Internal)			Focus or concentrate on themselves/affective responses/emotions/own thoughts/strategies or tactics
	<b>Practical examples of Broad and Internal (sub max 2):</b>			
	5. (Broad Eg)			
	6. (Internal Eg)			

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(c)	<p><b>5 marks for 5 from:</b></p> <table border="1"> <tr> <td data-bbox="365 252 815 389">1. (Acceptance/belonging)</td> <td data-bbox="815 252 1700 389">To be accepted/behaviour can follow that of others to seek acceptance or a sense of belonging to a group (which can lead to positive or negative lifestyle behaviours) or you make more friends giving a sense of belonging or well-being</td> </tr> <tr> <td data-bbox="365 389 815 494">2. (Norms/pressure/conformity)</td> <td data-bbox="815 389 1700 494">Influence of group norms/pressure from others in the group or pressure to conform to follow a certain lifestyle or way of behaving (positive or negative)</td> </tr> <tr> <td data-bbox="365 494 815 560">3. (values)</td> <td data-bbox="815 494 1700 560">The values of the group may be adopted which may lead to positive or negative lifestyle behaviour</td> </tr> <tr> <td data-bbox="365 560 815 630">4. (positive/negative – motivation)</td> <td data-bbox="815 560 1700 630">Can motivate/encourage you to follow an active and healthy lifestyle or not to follow an active and healthy lifestyle</td> </tr> <tr> <td data-bbox="365 630 815 700">5. (confidence)</td> <td data-bbox="815 630 1700 700">Confidence can be increased with the presence of others in the group or it may be decreased (leading to social loafing)</td> </tr> <tr> <td data-bbox="365 700 815 770">6. (social loafing)</td> <td data-bbox="815 700 1700 770">Individuals may not make as much effort as others in the group/have lower motivation.</td> </tr> <tr> <td data-bbox="365 770 815 841">7. (aggression/assertion)</td> <td data-bbox="815 770 1700 841">Assertion may increase when in a group/aggression</td> </tr> <tr> <td data-bbox="365 841 815 946">8. (deindividuation – loss of being an individual)</td> <td data-bbox="815 841 1700 946">Deindividuation/loss of sense of being an individual/lose sense of identity can occur when in a group which can lead to dysfunctional/anti-social/unhealthy behaviour</td> </tr> <tr> <td data-bbox="365 946 815 1016">9. (able to identify with others)</td> <td data-bbox="815 946 1700 1016">Increased sense of group identity can lead to positive or negative lifestyle behaviour</td> </tr> <tr> <td data-bbox="365 1016 815 1086">10. (prejudice)</td> <td data-bbox="815 1016 1700 1086">Being part of a group can make you more prejudiced against other individuals/groups / the In-group Out-group effect</td> </tr> <tr> <td data-bbox="365 1086 815 1192">11. (leaders)</td> <td data-bbox="815 1086 1700 1192">Leaders in the group can influence behaviour (positive or negative effects) / become a leader / role model yourself to influence a healthy lifestyle</td> </tr> <tr> <td data-bbox="365 1192 815 1287">12. (creativity)</td> <td data-bbox="815 1192 1700 1287">Creativity can increase because of dynamic features of being in a group or creativity can be diminished because of the influences to conform</td> </tr> </table>	1. (Acceptance/belonging)	To be accepted/behaviour can follow that of others to seek acceptance or a sense of belonging to a group (which can lead to positive or negative lifestyle behaviours) or you make more friends giving a sense of belonging or well-being	2. (Norms/pressure/conformity)	Influence of group norms/pressure from others in the group or pressure to conform to follow a certain lifestyle or way of behaving (positive or negative)	3. (values)	The values of the group may be adopted which may lead to positive or negative lifestyle behaviour	4. (positive/negative – motivation)	Can motivate/encourage you to follow an active and healthy lifestyle or not to follow an active and healthy lifestyle	5. (confidence)	Confidence can be increased with the presence of others in the group or it may be decreased (leading to social loafing)	6. (social loafing)	Individuals may not make as much effort as others in the group/have lower motivation.	7. (aggression/assertion)	Assertion may increase when in a group/aggression	8. (deindividuation – loss of being an individual)	Deindividuation/loss of sense of being an individual/lose sense of identity can occur when in a group which can lead to dysfunctional/anti-social/unhealthy behaviour	9. (able to identify with others)	Increased sense of group identity can lead to positive or negative lifestyle behaviour	10. (prejudice)	Being part of a group can make you more prejudiced against other individuals/groups / the In-group Out-group effect	11. (leaders)	Leaders in the group can influence behaviour (positive or negative effects) / become a leader / role model yourself to influence a healthy lifestyle	12. (creativity)	Creativity can increase because of dynamic features of being in a group or creativity can be diminished because of the influences to conform	5	
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<b>(d)*</b>	
<b>Levels Descriptors</b>	<b>Levels Discriminators</b>
<p><b>Level 4 (18 – 20 marks)</b> A comprehensive answer:</p> <ul style="list-style-type: none"> <li>• detailed knowledge &amp; excellent understanding</li> <li>• detailed analysis and excellent critical evaluation</li> <li>• well-argued, independent opinion and judgements which are well supported by relevant practical examples</li> <li>• very accurate use of technical and specialist vocabulary</li> <li>• high standard of written communication throughout.</li> </ul>	<p>Discriminators at <b>Level 4</b> <u>are likely</u> to include:</p> <ul style="list-style-type: none"> <li>• detailed knowledge and excellent understanding of all three theories of leadership</li> <li>• detailed analysis and excellent critical evaluation of all three leadership theories</li> <li>• both positive and negative aspects of theories are explored well</li> <li>• detailed knowledge of both leadership styles (described in detail) effectively applied to lifestyle behaviour</li> <li>• a well structured, balanced answer.</li> </ul>
<p><b>Level 3 (13 - 17 marks)</b> A competent answer:</p> <ul style="list-style-type: none"> <li>• good knowledge and clear understanding</li> <li>• good analysis and critical evaluation</li> <li>• independent opinions and judgements will be present but may not always be supported by relevant practical examples</li> <li>• generally accurate use of technical and specialist vocabulary</li> <li>• written communication is generally fluent with few errors.</li> </ul>	<p>Discriminators at <b>Level 3</b> <u>are likely</u> to include:</p> <ul style="list-style-type: none"> <li>• good knowledge and clear understanding of the three theories of leadership</li> <li>• all three leadership theories analysed with a good attempt at critical evaluation for at least one theory</li> <li>• both positive and negative aspects of theories explored for at least one theory</li> <li>• good knowledge of both leadership styles (clearly described) with a good attempt at addressing how they affect lifestyle behaviour</li> <li>• all aspects of the question attempted competently</li> <li>• a competently structured, balanced answer</li> </ul>
<p><b>Level 2 (8 - 12 marks)</b> A limited answer:</p> <ul style="list-style-type: none"> <li>• limited knowledge and understanding</li> <li>• some evidence of analysis and critical evaluation</li> <li>• opinion and judgement given but often unsupported by relevant practical examples</li> <li>• technical and specialist vocabulary used with limited success</li> <li>• written communication lacks fluency and contains errors.</li> </ul>	<p>Discriminators at <b>Level 2</b> <u>are likely</u> to include:</p> <ul style="list-style-type: none"> <li>• at least two theories explained with evidence of at least one being critically evaluated perhaps with limited success</li> <li>• at least one style described with limited reference to how it might affect lifestyle behaviour or at the bottom of this level with some reference to sport alone</li> </ul>
<p><b>Level 1 (0 - 7 marks)</b> A basic answer:</p> <ul style="list-style-type: none"> <li>• basic knowledge and little understanding</li> <li>• little relevant analysis or critical evaluation</li> <li>• little or no attempt to give opinion or judgement</li> <li>• little or no attempt to use technical and specialist vocabulary</li> <li>• errors in written communication will be intrusive.</li> </ul>	<p>At <b>Level 1</b> candidates <u>are likely</u> to:</p> <ul style="list-style-type: none"> <li>• show basic knowledge and understanding of theories of leadership</li> <li>• describe leadership theories rather than critically evaluate</li> <li>• leadership styles described but with little reference to how they might affect lifestyle behaviour</li> </ul>
<p><b>[0 marks]</b> No response or no response worthy of credit.</p>	

Question	Answer	Marks	Guidance	
(d)*	<b>Indicative Content:</b>	20		
	1. Traits of leadership			Innate/genetically determined. <ul style="list-style-type: none"> <li>• Great man theory/males more predetermined towards leadership</li> <li>• (Male dominance disputed because females make just as good leaders or there are examples of female leaders)</li> </ul>
	2. Traits of leadership			Stable/enduring characteristics <ul style="list-style-type: none"> <li>• Unchanging in all/many situations</li> <li>• Leaders will not lose their influence over time</li> </ul>
	3. Traits of leadership			Traits are behaviours that are pre-determined <ul style="list-style-type: none"> <li>• rather than learned</li> </ul> Examples of traits eg confidence/assertion/interpersonal skills
	4. Traits of leadership			Leadership influence may be affected positively or negatively by your innate personality characteristics <ul style="list-style-type: none"> <li>• Examples eg extroversion may help with leadership or (trait) confidence</li> </ul>
	5. Traits of leadership (negative view)			This is an unsuccessful theory because leaders do not show leadership traits at all times. <ul style="list-style-type: none"> <li>• Many leaders do not show leadership characteristics unless a situation demands it / does not take into account the environment</li> <li>• Many leaders do not show leadership characteristics unless others are present to be copied or influences are present</li> <li>• Females just as able to become leaders</li> </ul>
	6. Social learning			(Bandura) - We observe and copy behaviour. <ul style="list-style-type: none"> <li>• Reinforcement of leader behaviour a key feature</li> </ul>
	7. Social learning			Learn leadership through copying significant others/role models <ul style="list-style-type: none"> <li>• In sport this may be the copying the most successful/high profile leaders</li> <li>• Practical examples eg a captain of a football team may copy the leadership style of the coach because he looks up to him.</li> </ul>

Question		Answer	Marks	Guidance
	8. Social learning (negative view)	<p>Not a successful theory because different people exposed to the same role models do not all display leadership characteristics</p> <ul style="list-style-type: none"> <li>• Importance of situational/environmental factors makes this theory invalid / it ignores inherited traits</li> <li>• Practical examples eg the aggression of a well-respected captain may not be copied by all the players in the team.</li> </ul>		
	9. Interactionist	<p>Interaction of traits with the environment or traits can be triggered by environmental factors</p> <ul style="list-style-type: none"> <li>• Practical example of the environment triggering certain leadership behaviour traits (eg danger might illicit autocratic style)</li> </ul>		
	10. Interactionist	<p>In sport you may show leadership traits because the situation demands that you are</p> <ul style="list-style-type: none"> <li>• Examples eg in a rugby match you show leadership because the aim is to win</li> <li>• Leadership performance may be affected positively or negatively depending how the performer perceives the requirements of the situation</li> </ul>		
	11. Interactionist (Negative view)	<p>Does not take into account those that are predictable / consistent in their behaviours or those who are natural (born) leaders in every situation.</p> <ul style="list-style-type: none"> <li>• Eg a school pupil is the Head Boy and captain of the school rugby team and leads an exercise class</li> </ul>		



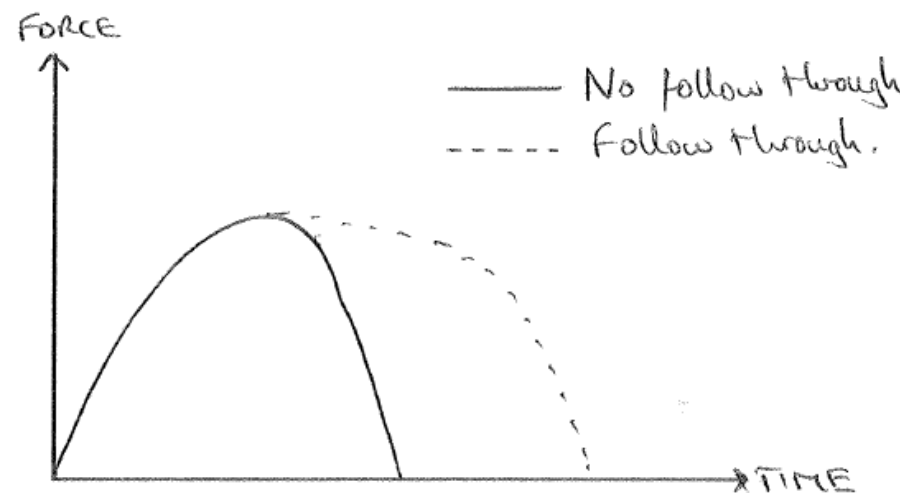
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	<p><b>Description of autocratic:</b></p> <table border="1" data-bbox="365 248 1749 600"> <tr> <td data-bbox="365 248 719 424">12. (Autocratic)</td> <td data-bbox="719 248 1749 424">           Autocratic is task oriented           <ul style="list-style-type: none"> <li>• gets job done or the task is the most important</li> <li>• good when there is little time/time is short</li> <li>• practical example</li> </ul> </td> </tr> <tr> <td data-bbox="365 424 719 600">13. (Autocratic)</td> <td data-bbox="719 424 1749 600">           Can be authoritarian or disciplinarian           <ul style="list-style-type: none"> <li>• not bothered about personal consequences or personal relationships / not sharing decisions.</li> <li>• practical example</li> </ul> </td> </tr> </table> <p><b>Autocratic affects lifestyle behaviour:</b></p> <table border="1" data-bbox="365 668 1749 1299"> <tr> <td data-bbox="365 668 719 807">14. (Autocratic – affect lifestyle)</td> <td data-bbox="719 668 1749 807">           Will have a strong message to influence (positively or negatively)           <ul style="list-style-type: none"> <li>• seems confident</li> <li>• leadership decisions must be right because of conviction/tone</li> </ul> </td> </tr> <tr> <td data-bbox="365 807 719 983">15. (Autocratic – affect lifestyle)</td> <td data-bbox="719 807 1749 983">           May be intimidated into following leader           <ul style="list-style-type: none"> <li>• fear of not conforming</li> <li>• practical example eg you don't like being shouted at so you don't exercise</li> </ul> </td> </tr> <tr> <td data-bbox="365 983 719 1126">16. (Autocratic – affect lifestyle)</td> <td data-bbox="719 983 1749 1126">           Novices more likely to be influenced           <ul style="list-style-type: none"> <li>• they do not have the experience to form their own judgements</li> <li>• practical example of beginner following healthy lifestyle behaviour</li> </ul> </td> </tr> <tr> <td data-bbox="365 1126 719 1299">17. (Autocratic – affect lifestyle)</td> <td data-bbox="719 1126 1749 1299">           Males more likely to be influenced           <ul style="list-style-type: none"> <li>• males respond better to authoritarian behaviour</li> <li>• some dispute over this research because some females also respond well to autocratic</li> </ul> </td> </tr> </table>	12. (Autocratic)	Autocratic is task oriented <ul style="list-style-type: none"> <li>• gets job done or the task is the most important</li> <li>• good when there is little time/time is short</li> <li>• practical example</li> </ul>	13. (Autocratic)	Can be authoritarian or disciplinarian <ul style="list-style-type: none"> <li>• not bothered about personal consequences or personal relationships / not sharing decisions.</li> <li>• practical example</li> </ul>	14. (Autocratic – affect lifestyle)	Will have a strong message to influence (positively or negatively) <ul style="list-style-type: none"> <li>• seems confident</li> <li>• leadership decisions must be right because of conviction/tone</li> </ul>	15. (Autocratic – affect lifestyle)	May be intimidated into following leader <ul style="list-style-type: none"> <li>• fear of not conforming</li> <li>• practical example eg you don't like being shouted at so you don't exercise</li> </ul>	16. (Autocratic – affect lifestyle)	Novices more likely to be influenced <ul style="list-style-type: none"> <li>• they do not have the experience to form their own judgements</li> <li>• practical example of beginner following healthy lifestyle behaviour</li> </ul>	17. (Autocratic – affect lifestyle)	Males more likely to be influenced <ul style="list-style-type: none"> <li>• males respond better to authoritarian behaviour</li> <li>• some dispute over this research because some females also respond well to autocratic</li> </ul>		
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Question	Answer	Marks	Guidance
	18. (Autocratic – affect lifestyle) Good for large groups <ul style="list-style-type: none"> <li>• need for control/discipline</li> <li>• practical example</li> </ul>		
	19. (Autocratic – affect lifestyle) Good for hostile groups or dangerous situations <ul style="list-style-type: none"> <li>• need to establish/maintain discipline/authority</li> </ul>		
	<b>Democratic characteristics:</b>		
	20. (Democratic) Democratic is person orientated <ul style="list-style-type: none"> <li>• concerned with keeping good personal relations/getting on with the group.</li> <li>• when there is time available</li> <li>• practical example</li> </ul>		
	21. (Democratic) Decisions are shared <ul style="list-style-type: none"> <li>• opinions taken into account</li> <li>• practical example</li> </ul>		
	<b>Democratic affects lifestyle behaviour:</b>		
	22. (Democratic – affect lifestyle) Motivated to follow because friendlier approach <ul style="list-style-type: none"> <li>• good personal relationships foster confidence</li> <li>• ownership of decisions by group members can make leadership stronger</li> <li>• <b>but</b> if your opinions are ignored then can be demotivating</li> </ul>		
	23. (Democratic – affect lifestyle) Small groups respond well <ul style="list-style-type: none"> <li>• easier to gain ideas or share ideas with fewer people</li> </ul>		
	24. (Democratic – affect lifestyle) Intermediate/good performers/experienced exercisers/healthy people respond well <ul style="list-style-type: none"> <li>• they have more to offer decision making because of experiences/knowledge</li> </ul>		

Question			Answer	Marks	Guidance
		25. (Democratic – affect lifestyle)	<p>Females more likely to respond positively</p> <ul style="list-style-type: none"> <li>• females tend to want to contribute more or are better at interpersonal communication/relations</li> <li>• some dispute over this because many males display these characteristics</li> </ul>		
		26. (Democratic – affect lifestyle)	<p>Good for friendly or positive groups/individuals</p> <ul style="list-style-type: none"> <li>• more likely for such people to want to contribute to decisions</li> </ul>		

## Section B Biomechanics (Option B2)

Question		Answer	Marks	Guidance						
4	(a)	<p><b>3 marks in total</b></p> <table border="1"> <tr> <td>1. (Axis of rotation)</td> <td>Transverse</td> </tr> <tr> <td>2. (formula)</td> <td>angular velocity/<math>\omega = \frac{\text{angular distance/displacement}/\theta}{\text{Time}/t}</math>  or  <math>\omega = \frac{6}{0.5}</math></td> </tr> <tr> <td>3. (answer)</td> <td>12 rad/s or <math>\text{rads}^{-1}</math> (units must be correct)</td> </tr> </table>	1. (Axis of rotation)	Transverse	2. (formula)	angular velocity/ $\omega = \frac{\text{angular distance/displacement}/\theta}{\text{Time}/t}$  or  $\omega = \frac{6}{0.5}$	3. (answer)	12 rad/s or $\text{rads}^{-1}$ (units must be correct)	3	
1. (Axis of rotation)	Transverse									
2. (formula)	angular velocity/ $\omega = \frac{\text{angular distance/displacement}/\theta}{\text{Time}/t}$  or  $\omega = \frac{6}{0.5}$									
3. (answer)	12 rad/s or $\text{rads}^{-1}$ (units must be correct)									

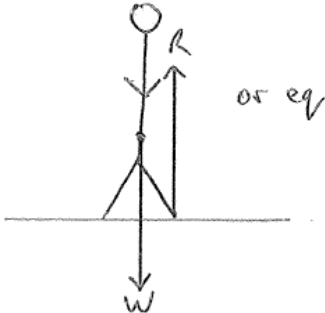
Question	Answer	Marks	Guidance														
(b)	<p><b>Graph (sub max 2):</b></p>  <p>Force</p> <p>— No follow through - - - Follow through.</p> <p>TIME</p> <table border="1" data-bbox="369 805 1749 933"> <tr> <td>1. (axes)</td> <td>Force and time labelled on correct axes <b>and</b> non follow through curve</td> </tr> <tr> <td>2. (follow through)</td> <td>Follow through curve as an extension to original curve</td> </tr> </table> <p><b>Effects (sub max 4):</b></p> <table border="1" data-bbox="369 1029 1749 1372"> <tr> <td>3. (time)</td> <td>Increases time that force is applied</td> </tr> <tr> <td>4. (impulse)</td> <td>Increases impulse acting on ball</td> </tr> <tr> <td>5. (momentum)</td> <td>Increases momentum of ball</td> </tr> <tr> <td>6. (velocity/ distance)</td> <td>Increases velocity of/distance travelled by ball</td> </tr> <tr> <td>7. (control)</td> <td>Increases control over the direction ball travels</td> </tr> </table>	1. (axes)	Force and time labelled on correct axes <b>and</b> non follow through curve	2. (follow through)	Follow through curve as an extension to original curve	3. (time)	Increases time that force is applied	4. (impulse)	Increases impulse acting on ball	5. (momentum)	Increases momentum of ball	6. (velocity/ distance)	Increases velocity of/distance travelled by ball	7. (control)	Increases control over the direction ball travels	6	<p>Sub max 2 for graph</p> <p>Sub max 4 for effects</p>
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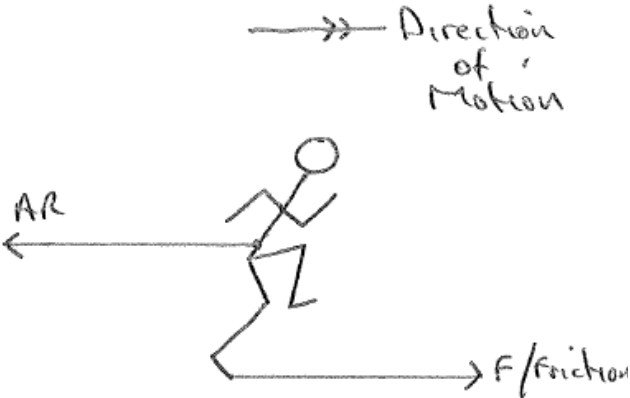
Question	Answer	Marks	Guidance																		
(c)	<p><b>Explanation (sub max 5):</b></p> <table border="1" data-bbox="367 284 1368 858"> <tr> <td data-bbox="367 284 640 376">1. (aerofoil)</td> <td data-bbox="640 284 1368 376">Discus is an aerofoil shape</td> </tr> <tr> <td data-bbox="367 376 640 480">2. (angle of attack)</td> <td data-bbox="640 376 1368 480">Takes on an appropriate angle of attack to the direction of motion</td> </tr> <tr> <td data-bbox="367 480 640 584">3. (distance)</td> <td data-bbox="640 480 1368 584">Air has to travel further over the top of the discus</td> </tr> <tr> <td data-bbox="367 584 640 647">4. (speed)</td> <td data-bbox="640 584 1368 647">Air travels faster over the top of the discus</td> </tr> <tr> <td data-bbox="367 647 640 711">5. (low pressure)</td> <td data-bbox="640 647 1368 711">This creates a low pressure area on top of the discus</td> </tr> <tr> <td data-bbox="367 711 640 783">6. (Bernoulli)</td> <td data-bbox="640 711 1368 783">Called the Bernoulli principle</td> </tr> <tr> <td data-bbox="367 783 640 858">7. (pressure gradient)</td> <td data-bbox="640 783 1368 858">Air tries to move from high to low pressure (creating the lift force)</td> </tr> </table> <p><b>Effects (sub max 2):</b></p> <table border="1" data-bbox="367 951 1368 1094"> <tr> <td data-bbox="367 951 640 1015">8. (non parabolic)</td> <td data-bbox="640 951 1368 1015">Makes flight path non parabolic/asymmetrical</td> </tr> <tr> <td data-bbox="367 1015 640 1094">9. (distance)</td> <td data-bbox="640 1015 1368 1094">Lengthens flight path/discus travels further / is in air for longer</td> </tr> </table>	1. (aerofoil)	Discus is an aerofoil shape	2. (angle of attack)	Takes on an appropriate angle of attack to the direction of motion	3. (distance)	Air has to travel further over the top of the discus	4. (speed)	Air travels faster over the top of the discus	5. (low pressure)	This creates a low pressure area on top of the discus	6. (Bernoulli)	Called the Bernoulli principle	7. (pressure gradient)	Air tries to move from high to low pressure (creating the lift force)	8. (non parabolic)	Makes flight path non parabolic/asymmetrical	9. (distance)	Lengthens flight path/discus travels further / is in air for longer	6	<p><b>Sub max 5 for explanation</b></p> <p><b>Sub max 2 for effects</b></p>
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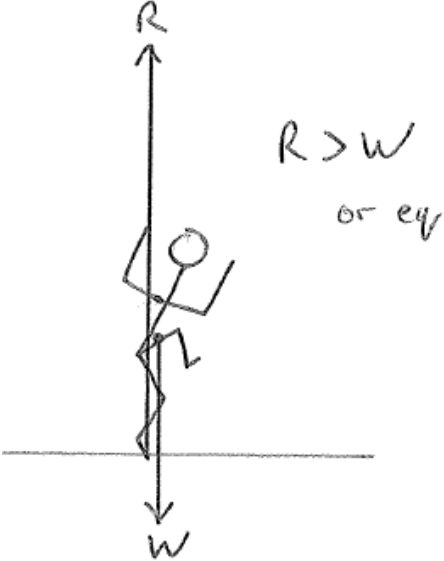
<b>(d)*</b>	
<b>Levels Descriptors</b>	<b>Levels Discriminators</b>
<p><b>Level 4 (18 – 20 marks)</b> A comprehensive answer:</p> <ul style="list-style-type: none"> <li>• detailed knowledge &amp; excellent understanding</li> <li>• detailed analysis and excellent critical evaluation</li> <li>• well-argued, independent opinion and judgements which are well supported by relevant practical examples</li> <li>• very accurate use of technical and specialist vocabulary</li> <li>• high standard of written communication throughout.</li> </ul>	<p>Discriminators at <b>Level 4</b> are likely to include:</p> <ul style="list-style-type: none"> <li>• detailed understanding of balanced and unbalanced forces</li> <li>• detailed application of concepts to vertical and horizontal directions</li> <li>• detailed analysis</li> <li>• accurate and clear use of free body diagrams to illustrate analysis</li> <li>• relevant sporting examples throughout the answer</li> <li>• very accurate use of technical language throughout the answer</li> <li>• a well structured, balanced answer</li> </ul>
<p><b>Level 3 (13 - 17 marks)</b> A competent answer:</p> <ul style="list-style-type: none"> <li>• good knowledge and clear understanding</li> <li>• good analysis and critical evaluation</li> <li>• independent opinions and judgements will be present but may not always be supported by relevant practical examples</li> <li>• generally accurate use of technical and specialist vocabulary</li> <li>• written communication is generally fluent with few errors.</li> </ul>	<p>Discriminators at <b>Level 3</b> are likely to include:</p> <ul style="list-style-type: none"> <li>• good knowledge and understanding of both balanced and unbalanced forces</li> <li>• good application of concepts to both horizontal and vertical directions but answer may not always include the effect of the combination of forces</li> <li>• good analysis</li> <li>• free body diagrams are clear and used throughout the answer; at the lower end of this level the diagrams may be inaccurate</li> <li>• some sporting examples used</li> <li>• generally accurate use of technical language</li> <li>• a competently structured, balanced answer</li> </ul>
<p><b>Level 2 (8 - 12 marks)</b> A limited answer:</p> <ul style="list-style-type: none"> <li>• limited knowledge and understanding</li> <li>• some evidence of analysis and critical evaluation</li> <li>• opinion and judgement given but often unsupported by relevant practical examples</li> <li>• technical and specialist vocabulary used with limited success</li> <li>• written communication lacks fluency and contains errors.</li> </ul>	<p>Discriminators at <b>Level 2</b> are likely to include:</p> <ul style="list-style-type: none"> <li>• limited knowledge of either balanced or unbalanced forces concepts applied to either horizontal or vertical directions but answers may not always include the correct forces</li> <li>• limited attempt at analysis</li> <li>• free body diagrams attempted but there are likely to be inaccuracies</li> <li>• free body diagrams attempted but are likely to be inaccurate</li> <li>• an attempt at a sporting example</li> <li>• limited success in respect of the use of correct technical language</li> </ul>
<p><b>Level 1 (0 - 7 marks)</b> A basic answer:</p> <ul style="list-style-type: none"> <li>• basic knowledge and little understanding</li> <li>• little relevant analysis or critical evaluation</li> <li>• little or no attempt to give opinion or judgement</li> <li>• little or no attempt to use technical and specialist vocabulary</li> <li>• errors in written communication will be intrusive.</li> </ul>	<p>At <b>Level 1</b> candidates are likely to:</p> <ul style="list-style-type: none"> <li>• show basic knowledge and understanding of either balanced or unbalanced forces</li> <li>• describe rather than analyse</li> <li>• show little or no identification of vertical or horizontal forces</li> <li>• make an attempt at a free body diagram</li> </ul>
<p><b>[0 marks]</b> No response or no response worthy of credit.</p>	

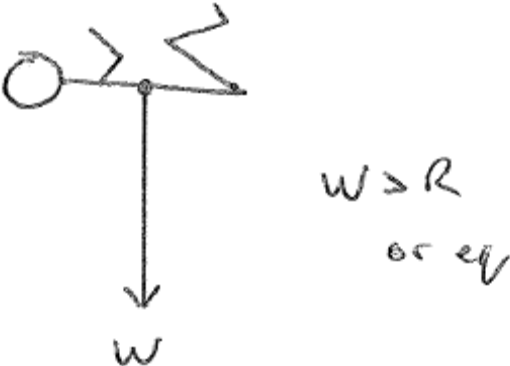
Question	Answer	Marks	Guidance								
(d)*	<p><b>Indicative Content:</b></p> <p><b>Balanced forces:</b></p> <table border="1" data-bbox="376 316 1715 576"> <tr> <td data-bbox="376 316 734 424">1. (net force)</td> <td data-bbox="734 316 1715 424">           Net/resultant force is zero           <ul style="list-style-type: none"> <li>• forces cancel each other out</li> <li>• equal in size but opposite in direction</li> </ul> </td> </tr> <tr> <td data-bbox="376 424 734 491">2. (stationary)</td> <td data-bbox="734 424 1715 491">           Body will remain stationary            Eg rugby scrum         </td> </tr> <tr> <td data-bbox="376 491 734 576">3. (constant velocity)</td> <td data-bbox="734 491 1715 576">           Body will move with constant velocity/no acceleration            Eg marathon runner         </td> </tr> </table> <p><b>Vertical:</b></p> <table border="1" data-bbox="376 644 1715 855"> <tr> <td data-bbox="376 644 734 855">4. (RF = W)</td> <td data-bbox="734 644 1715 855">           Reaction force = weight           <ul style="list-style-type: none"> <li>• net vertical force = 0</li> <li>• weight and reaction cancel each other out (a = 0)</li> <li>• No acceleration in vertical direction Eg quadriceps stretch when standing up</li> </ul> </td> </tr> </table>	1. (net force)	Net/resultant force is zero <ul style="list-style-type: none"> <li>• forces cancel each other out</li> <li>• equal in size but opposite in direction</li> </ul>	2. (stationary)	Body will remain stationary Eg rugby scrum	3. (constant velocity)	Body will move with constant velocity/no acceleration Eg marathon runner	4. (RF = W)	Reaction force = weight <ul style="list-style-type: none"> <li>• net vertical force = 0</li> <li>• weight and reaction cancel each other out (a = 0)</li> <li>• No acceleration in vertical direction Eg quadriceps stretch when standing up</li> </ul>	20	
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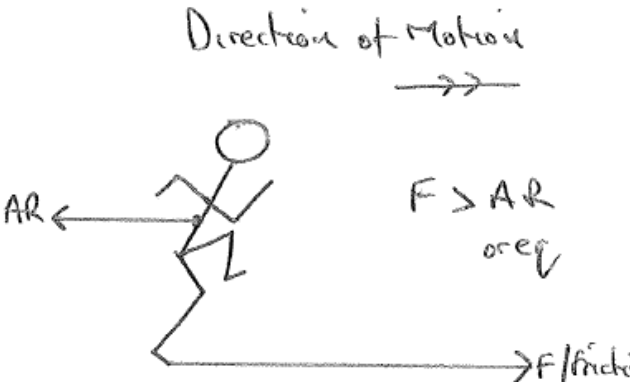


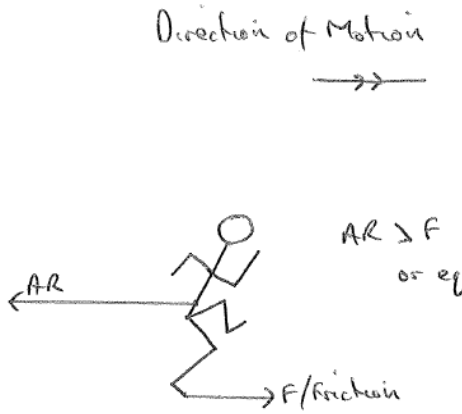
Question	Answer	Marks	Guidance
	<p>5. (Free body diagram)</p> <p>(Free body diagram)</p> <ul style="list-style-type: none"> <li>• Weight acting downwards from centre of mass</li> <li>• Reaction force acting upwards from point of contact and equal in length to weight</li> </ul> 		
<b>Horizontal:</b>			
6. (AR = F)	<p>Air resistance = friction/forward force</p> <ul style="list-style-type: none"> <li>• net horizontal force = 0</li> <li>• AR and friction/force cancel out</li> </ul>		
7. (a = 0)	<p>No acceleration in horizontal direction</p> <ul style="list-style-type: none"> <li>• Eg swimmer/runner moving with constant speed</li> </ul>		
8. (Free body diagram)	<p>(Free body diagram)</p> <ul style="list-style-type: none"> <li>• Air resistance acting from CM opposite direction of motion</li> <li>• friction/force acting from point of contact and equal in length to AR</li> </ul>		

Question	Answer	Marks	Guidance
			
<b>Unbalanced forces:</b>			
9. (net force)	Net/resultant force does not equal zero <ul style="list-style-type: none"> <li>• force acting in one direction on a body is greater in size than the force acting in the opposite direction</li> </ul>		
10. (acceleration)	Body will accelerate <ul style="list-style-type: none"> <li>• in direction of net force</li> <li>• Eg Rugby ball when being kicked</li> </ul>		
<b>Vertical:</b>			
11. (RF>W)	Reaction force > weight <ul style="list-style-type: none"> <li>• net upwards force</li> <li>• upwards acceleration</li> <li>• Eg high jumper at take off</li> </ul>		

Question	Answer	Marks	Guidance
	<p>12. (free body diagram)</p> <p>(Free body diagram)</p> <ul style="list-style-type: none"> <li>• Weight acting downwards from CM</li> <li>• RF acting upwards from feet but longer than Weight</li> </ul> 		
	<p>13. (RF &lt; W)</p> <p>Reaction force &lt; weight</p> <ul style="list-style-type: none"> <li>• net downwards force</li> <li>• downwards acceleration</li> <li>• Eg diver after leaving the board</li> </ul>		

Question	Answer	Marks	Guidance
	<p>14. (Free body diagram)</p> <p>(free body diagram)</p> <ul style="list-style-type: none"> <li>• Weight acting downwards from CM</li> <li>• Reaction force acting upwards from feet smaller than Weight/No reaction force at all</li> </ul> 		
	<p><b>Horizontal:</b></p> <p>15. (<math>F &gt; AR</math>)</p> <p>Friction/force &gt; Air resistance/fluid friction</p> <ul style="list-style-type: none"> <li>• net forwards force</li> <li>• forward acceleration</li> <li>• Eg sprint start.</li> </ul>		

Question	Answer	Marks	Guidance
	<p>16. (Free body diagram)</p> <p>(Free body diagram)</p> <ul style="list-style-type: none"> <li>• Friction/force acting from feet parallel to surface</li> <li>• Air resistance acting from CM opposite direction of motion and smaller than friction</li> </ul> 		
	<p>17. (<math>F &lt; AR</math>)</p> <p>Friction/force &lt; Air resistance/fluid friction</p> <ul style="list-style-type: none"> <li>• net backwards force</li> <li>• deceleration/negative acceleration</li> <li>• Eg any braking/changing direction</li> </ul>		

Question	Answer	Marks	Guidance
	<p>18. (Free body diagram)</p> <p>(Free body diagram)</p> <ul style="list-style-type: none"><li>• Friction/force <math>&lt;</math> or in same direction as AR</li><li>• AR acting from CM opposite direction of motion and larger than friction</li></ul> 		

## Section B Exercise and Sport Physiology (Option B3)

Question		Answer	Marks	Guidance																		
5	(a)	<p><b>4 marks for 4 of:</b></p> <table border="1"> <tr><td>1.</td><td>Glucose/Carbohydrate (Fuel) / glycogen</td></tr> <tr><td>2.</td><td>Broken down into/Converted into Pyruvic Acid</td></tr> <tr><td>3.</td><td>By the enzyme Phosphofruktokinase (PFK)</td></tr> <tr><td>4.</td><td>In the absence of oxygen/anaerobically</td></tr> <tr><td>5.</td><td>Re synthesises 2 ATP's</td></tr> <tr><td>6.</td><td>Glycogen can be converted into glucose</td></tr> <tr><td>7.</td><td>Via the enzyme Glycogen Phosphorylase (GPP)</td></tr> <tr><td>8.</td><td>Pyruvic acid converted to lactic acid via lactate dehydrogenase</td></tr> </table>	1.	Glucose/Carbohydrate (Fuel) / glycogen	2.	Broken down into/Converted into Pyruvic Acid	3.	By the enzyme Phosphofruktokinase (PFK)	4.	In the absence of oxygen/anaerobically	5.	Re synthesises 2 ATP's	6.	Glycogen can be converted into glucose	7.	Via the enzyme Glycogen Phosphorylase (GPP)	8.	Pyruvic acid converted to lactic acid via lactate dehydrogenase	4			
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	(b)	<p><b>Calculation (sub max 2):</b></p> <table border="1"> <tr><td>1.</td><td><math>\frac{80}{4}</math></td></tr> <tr><td>2.</td><td>20 (kg/m<sup>2</sup>/BMI)</td></tr> </table> <p><b>Effects (sub max 3):</b></p> <table border="1"> <tr><td>3.</td><td>Increased risk of injury</td></tr> <tr><td>4.</td><td>More load bearing on joints joint pain</td></tr> <tr><td>5.</td><td>Decreased (joint) flexibility/mobility</td></tr> <tr><td>6.</td><td>Likely to tire/suffer fatigue more quickly</td></tr> <tr><td>7.</td><td>Long term stress on the cardio vascular/respiratory system may make exercise dangerous / may be better doing low-impact activities</td></tr> <tr><td>8.</td><td>Ought to seek medical advice before embarking upon any exercise regime</td></tr> <tr><td>9.</td><td>May not wish to get involved in exercise because of the potential for ridicule / lack of confidence</td></tr> </table>	1.	$\frac{80}{4}$	2.	20 (kg/m <sup>2</sup> /BMI)	3.	Increased risk of injury	4.	More load bearing on joints joint pain	5.	Decreased (joint) flexibility/mobility	6.	Likely to tire/suffer fatigue more quickly	7.	Long term stress on the cardio vascular/respiratory system may make exercise dangerous / may be better doing low-impact activities	8.	Ought to seek medical advice before embarking upon any exercise regime	9.	May not wish to get involved in exercise because of the potential for ridicule / lack of confidence	5	<p><b>Sub max 2 for calculation</b></p> <p><b>Sub max 3 for effects</b></p>
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Question	Answer	Marks	Guidance																												
(c)	<p><b>Physiological factors (sub max 2):</b></p> <table border="1" data-bbox="367 245 1357 596"> <tr> <td>1.</td> <td>Muscle size/cross sectional area (of the muscle)</td> </tr> <tr> <td>2.</td> <td>Muscle fibre type or % of fast/slow twitch fibres (in the muscle)</td> </tr> <tr> <td>3.</td> <td>Amount of strength training undertaken resulting in hypertrophy of muscle (slightly different from pt 1)</td> </tr> <tr> <td>4.</td> <td>Physical inactivity (due to injury) resulting in reversibility/atrophy of muscle</td> </tr> <tr> <td>5.</td> <td>Amount of testosterone in the body</td> </tr> <tr> <td>6.</td> <td>Joint angle – weakest point in a range of movement is relative to the angle of the joint</td> </tr> <tr> <td>7.</td> <td>Muscle shape Eg multipennate</td> </tr> </table> <p><b>Plyometrics training (sub max 4):</b></p> <table border="1" data-bbox="367 667 1357 1150"> <tr> <td>8.</td> <td>Doesn't require complicated equipment / bounding / depth jumping</td> </tr> <tr> <td>9.</td> <td>Recruiting more motor units/muscle fibres (to increase force of contraction) / converting eccentric work to concentric work</td> </tr> <tr> <td>10.</td> <td>Important to consider the principles of moderation/overload/warm up/cool down</td> </tr> <tr> <td>11.</td> <td>Most plyometric exercises are associated with the lower leg/but the principle can be applied to all skeletal muscle</td> </tr> <tr> <td>12.</td> <td>More beneficial for athletes who perform explosive movements</td> </tr> <tr> <td>13.</td> <td>There's a decreased risk of injury during competition if undergone plyometrics training</td> </tr> <tr> <td>14.</td> <td>Good pre strength training is required before undertake plyometrics/not appropriate for sedentary individual or novice as can carry an increased risk of injury</td> </tr> </table>	1.	Muscle size/cross sectional area (of the muscle)	2.	Muscle fibre type or % of fast/slow twitch fibres (in the muscle)	3.	Amount of strength training undertaken resulting in hypertrophy of muscle (slightly different from pt 1)	4.	Physical inactivity (due to injury) resulting in reversibility/atrophy of muscle	5.	Amount of testosterone in the body	6.	Joint angle – weakest point in a range of movement is relative to the angle of the joint	7.	Muscle shape Eg multipennate	8.	Doesn't require complicated equipment / bounding / depth jumping	9.	Recruiting more motor units/muscle fibres (to increase force of contraction) / converting eccentric work to concentric work	10.	Important to consider the principles of moderation/overload/warm up/cool down	11.	Most plyometric exercises are associated with the lower leg/but the principle can be applied to all skeletal muscle	12.	More beneficial for athletes who perform explosive movements	13.	There's a decreased risk of injury during competition if undergone plyometrics training	14.	Good pre strength training is required before undertake plyometrics/not appropriate for sedentary individual or novice as can carry an increased risk of injury	6	<p><b>Sub max 2 for physiological factors</b></p> <p><b>Sub max 4 for plyometrics training</b></p>
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5.	Amount of testosterone in the body																														
6.	Joint angle – weakest point in a range of movement is relative to the angle of the joint																														
7.	Muscle shape Eg multipennate																														
8.	Doesn't require complicated equipment / bounding / depth jumping																														
9.	Recruiting more motor units/muscle fibres (to increase force of contraction) / converting eccentric work to concentric work																														
10.	Important to consider the principles of moderation/overload/warm up/cool down																														
11.	Most plyometric exercises are associated with the lower leg/but the principle can be applied to all skeletal muscle																														
12.	More beneficial for athletes who perform explosive movements																														
13.	There's a decreased risk of injury during competition if undergone plyometrics training																														
14.	Good pre strength training is required before undertake plyometrics/not appropriate for sedentary individual or novice as can carry an increased risk of injury																														



<b>(d)*</b>	
<b>Levels Descriptors</b>	<b>Levels Discriminators</b>
<p><b>Level 4 (18 – 20 marks)</b> A comprehensive answer:</p> <ul style="list-style-type: none"> <li>• detailed knowledge &amp; excellent understanding</li> <li>• detailed analysis and excellent critical evaluation</li> <li>• well-argued, independent opinion and judgements which are well supported by relevant practical examples</li> <li>• very accurate use of technical and specialist vocabulary</li> <li>• high standard of written communication throughout.</li> </ul>	<p>Discriminators at <b>Level 4</b> <u>are likely</u> to include:</p> <ul style="list-style-type: none"> <li>• detailed knowledge and excellent understanding of a wide range of ergogenic aids</li> <li>• comprehensive coverage of possible benefits to the athlete, demonstrating thorough understanding of the physiological effects upon the body</li> <li>• comprehensive coverage of harmful side effects</li> <li>• excellent understanding of legal status.</li> <li>• detailed analysis and excellent critical evaluation of a wide range of ergogenic aids</li> </ul>
<p><b>Level 3 (13 - 17 marks)</b> A competent answer:</p> <ul style="list-style-type: none"> <li>• good knowledge and clear understanding</li> <li>• good analysis and critical evaluation</li> <li>• independent opinions and judgements will be present but may not always be supported by relevant practical examples</li> <li>• generally accurate use of technical and specialist vocabulary</li> <li>• written communication is generally fluent with few errors.</li> </ul>	<p>Discriminators at <b>Level 3</b> <u>are likely</u> to include:</p> <ul style="list-style-type: none"> <li>• good knowledge and clear understanding of a range of ergogenic aids</li> <li>• good coverage of possible benefits to the athlete, demonstrating good understanding of the physiological effects upon the body</li> <li>• good coverage of harmful side effects</li> <li>• good understanding of legal status.</li> <li>• good analysis and critical evaluation of a range of ergogenic aids</li> </ul>
<p><b>Level 2 (8 - 12 marks)</b> A limited answer:</p> <ul style="list-style-type: none"> <li>• limited knowledge and understanding</li> <li>• some evidence of analysis and critical evaluation</li> <li>• opinion and judgement given but often unsupported by relevant practical examples</li> <li>• technical and specialist vocabulary used with limited success</li> <li>• written communication lacks fluency and contains errors.</li> </ul>	<p>Discriminators at <b>Level 2</b> <u>are likely</u> to include:</p> <ul style="list-style-type: none"> <li>• limited knowledge and understanding of a limited range of ergogenic aids</li> <li>• limited understanding of both positive and negative effects on the body</li> <li>• limited understanding of the legality issues.</li> <li>• some evidence of analysis and critical evaluation at the top end of this level although description is likely to be widespread</li> </ul>
<p><b>Level 1 (0 - 7 marks)</b> A basic answer:</p> <ul style="list-style-type: none"> <li>• basic knowledge and little understanding</li> <li>• little relevant analysis or critical evaluation</li> <li>• little or no attempt to give opinion or judgement</li> <li>• little or no attempt to use technical and specialist vocabulary</li> <li>• errors in written communication will be intrusive.</li> </ul>	<p>At <b>Level 1</b> candidates <u>are likely</u> to:</p> <ul style="list-style-type: none"> <li>• show basic knowledge of ergogenic aids</li> <li>• show little or no knowledge of effects on body</li> <li>• have no reference to legality issues</li> <li>• describe rather than analyse/evaluate</li> </ul>
<b>[0 marks]</b> No response or no response worthy of credit.	

Question	Answer				Marks	Guidance	
(d)*	<b>Indicative Content:</b>				20		
	1.	Increased use of ergogenic aids with improvements in technology • but have also been around a long time (Eg Greeks and their hallucinogens)					
	2.	World Anti Doping Agency (WADA)/national & international governing bodies of sport have lists of banned/illegal ergogenic aids and codes of practice • varies from one country to another • regulations have to be rewritten as technology becomes more refined					
	3.	New “masking” drugs hide the use of banned substances • diuretics a common mask – helping to flush steroids for example out of the body via the urine • illegal if detected					
		<b>Ergogenic aid</b>	<b>Possible benefit/advantage to performer</b>	<b>Possible harmful side effects</b>			<b>Legal status</b>
	Dietary Manipulation						
	4.	Carb loading	• Increase body glycogen stores/helps delay fatigue	• May cause gastro problems			• Legal
5.	Pre/Competition day meal	• Carb rich meal 2-4 hrs before event can help top up glycogen stores	• May cause rebound hypoglycaemia if eaten too close to an events (chocolate 5mins before wont cause this)	• Legal			
6.	Food/fluid intake during event (hypotonic & hypertonic drinks)	• Replenishes glycogen stores/reduces risk of dehydration /prevents increase in body temperature (and possibility of heat exhaustion) /delays fatigue	• Bloating stomach • Dilute sodium levels in blood leading to fatigue	• Legal			

Question		Answer				Marks	Guidance
		7.	Post competition meal/fluid intake (hypertonic drinks)	<ul style="list-style-type: none"> <li>• First 2 hours body most receptive to carb reloading</li> </ul>	<ul style="list-style-type: none"> <li>• Possible conversion of carbs to fats</li> </ul>		
		8.	Creatine supplements	<ul style="list-style-type: none"> <li>• Increase PC levels in body/improves efficiency of ATP/PC energy system</li> </ul>	<ul style="list-style-type: none"> <li>• Relatively new ergo aid and long term effects yet to be seen</li> </ul>	<ul style="list-style-type: none"> <li>• Legal</li> </ul>	
		9.	Human growth Hormone (HGH) <ul style="list-style-type: none"> <li>• Can be synthetically increased or increased via diet, sleep &amp; exercise – a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Stimulates bone, cartilage and muscle growth (therefore enhances healing process after injury)/ increases muscle mass and strength/ increases blood glucose levels/ increases lipases/decreases overall body fat</li> </ul>	<ul style="list-style-type: none"> <li>• Synthetic increase can cause joint pain/arthritis/ abnormal heart/liver growth/ muscle weakness/ increased blood fats/ glucose intolerance/ diabetes/ impotence/ hypertension</li> </ul>	<ul style="list-style-type: none"> <li>• Illegal/ Banned if synthetically increased</li> </ul>	
		10.	Gene doping	<ul style="list-style-type: none"> <li>• Could produce a genetically engineered super athlete / increased red blood cells / increased muscle mass</li> </ul>	<ul style="list-style-type: none"> <li>• Still very early days of research/ mainly used to treat people who have medical ailments not to enhance performance</li> </ul>	<ul style="list-style-type: none"> <li>• Illegal/ Banned if synthetically increased</li> </ul>	

Question	Answer				Marks	Guidance		
	11	Blood doping	<ul style="list-style-type: none"> <li>Increases total volume of red blood cells/increases oxygen carrying capacity</li> </ul>	Increased risk of blood clots/thickening of blood	<ul style="list-style-type: none"> <li>Illegal/ Banned</li> <li>Athletes have different natural levels so can be difficult to tell</li> <li>altitude training isn't though</li> </ul>			
	12	Recombinant Erythropoietin (Rh EPO)	Can artificially increase red blood cell production	Reduces natural production of EPO /Increased risk of blood clots/thickening of blood	<ul style="list-style-type: none"> <li>Illegal</li> </ul>			
	Cooling aids/ice baths							
	13	Pre cooling (eg ice jacket)	<ul style="list-style-type: none"> <li>Reduces body core temperature/ particularly useful before prolonged exercise in high temperatures/ maintains intensity and speed of performance</li> </ul>	<ul style="list-style-type: none"> <li>Can cause unwanted cardio vascular responses/ reduced heart rate/difficult to perceive own exertion levels at start of exercise in first 15 mins when ice removed</li> </ul>	<ul style="list-style-type: none"> <li>Legal</li> </ul>			
	14	Post cooling eg ice wraps/ice baths)	<ul style="list-style-type: none"> <li>Reduces swelling and blood leaking into the tissues/aid treatment of injuries/helps remove lactic acid/when out of ice capillaries flush tissues with fresh blood/</li> </ul>	<ul style="list-style-type: none"> <li>Some find ice very painful/can cause angina pain if coronary arteries constricted/ may hide more serious injuries/</li> </ul>	<ul style="list-style-type: none"> <li>Legal</li> </ul>			

Question		Answer			Marks	Guidance
			reduce muscle damage/ decrease DOMS	increases blood pressure/ (older people) may suffer decreased efficiency of vasoconstriction/ice burns if held on skin too long		
15	Resistance aids/pulleys/parachutes	<ul style="list-style-type: none"> <li>Provide variety and fun/thought to be more useful than weight training in sitting or standing position / increase on overload while maintaining correct technique</li> </ul>	<ul style="list-style-type: none"> <li>Technique employed with device may be different from real technique</li> </ul>	<ul style="list-style-type: none"> <li>Legal</li> </ul>		
16	Alcohol	<ul style="list-style-type: none"> <li>No real benefit/carb is small store of energy/can calm nerves/build confidence</li> </ul>	<ul style="list-style-type: none"> <li>Depressant in long term/can impede motor performance/slow reaction time</li> </ul>	<ul style="list-style-type: none"> <li>Legal/but can be illegal in some sports</li> </ul>		
17	Caffeine	<ul style="list-style-type: none"> <li>Stimulates CNS/acts as a stimulant/increases alertness/decreases reaction time/increases breakdown of FFA's (saves important glycogen stores)/lowers perception of effort</li> </ul>	<ul style="list-style-type: none"> <li>Acts as a diuretic and can cause dehydration/therefore causing heat regulation problems</li> </ul>	<ul style="list-style-type: none"> <li>Legal but there is a limit (of 7 - 8 strong cups of coffee)</li> </ul>		
18	Anabolic steroids	<ul style="list-style-type: none"> <li>Promotes increase in muscle mass/aid muscle repair</li> </ul>	<ul style="list-style-type: none"> <li>Many caused by synthetically inducing these unnaturally high levels of</li> </ul>	<ul style="list-style-type: none"> <li>Illegal/banned</li> </ul>		

Question			Answer				Marks	Guidance
					testosterone			
	19	Analgesics/anti-inflammatory agents (cortisone, aspirin, ibuprofen)	<ul style="list-style-type: none"> <li>• Mask pain and allow them to continue training/performing</li> </ul>	<ul style="list-style-type: none"> <li>• Can cause further injuries</li> </ul>		<ul style="list-style-type: none"> <li>• Legal</li> </ul>		
	20	Soda loading	<ul style="list-style-type: none"> <li>• Neutralises blood acidity</li> <li>• Quicker removal of lactic acid</li> <li>• Greater strength / endurance</li> </ul>	<ul style="list-style-type: none"> <li>• Vomiting / diarrhoea</li> </ul>		<ul style="list-style-type: none"> <li>• Legal</li> </ul>		

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