

GCSE PE Extended questions

Six mark responses:

Marks for these questions: AO1 = 1, AO2 = 2 and AO3 = 3

Level	Marks	Description
3	5–6	Knowledge is accurate and generally well detailed. Application to a performer is mostly clear and effective. Analysis is thorough, reaching valid and well-reasoned links. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	3–4	Knowledge is evident but is more detailed for some stages than others. There is some appropriate and effective application to a performer, although not always presented with clarity. Any analysis is clear but reaches only some valid and well-reasoned. The answer lacks coherence in places, although terminology is used appropriately on occasions
1	1–2	Knowledge is limited. Application to a performer is either absent or inappropriate. Analysis is poorly focused or absent, with few or no reasoned links. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
0		No relevant content.

Nine mark responses:

Marks for these question: AO1 = 2, AO2 = 2 and AO3 = 5

Level	Marks	Description
3	7–9	Knowledge is accurate and generally well detailed. Application is mostly appropriate, clear and effective. Justification is thorough, reaching valid and well-reasoned conclusions. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	4–6	Knowledge is evident but is more detailed for some aspects more than others. There is some appropriate and effective application, although not always presented with clarity. Any justification is clear but reaches valid and well-reasoned conclusions for some factors more than others. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1–3	Knowledge is limited. Application is either absent or inappropriate. Justification is poorly focused or absent with few or no reasoned conclusions. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
0		No relevant content.

Chapter 1a Applied anatomy and physiology

1. Evaluate the structure of the hip and shoulder joints in terms of both range of movement and stability. [6 marks]

Marks for this question: AO1 = 1 AO2 = 2 and AO3 = 3

Possible content may include:

AO 1

Both ball and socket joints
Both triaxial / more in all three planes
Shoulder – humerus and (glenoid fossa of) scapula
Hip – femur and (acetabulum of) pelvis

AO 2

Shoulder –
Joint capsule is very loose
Joint stabilised by rotator cuff muscles
But these are not very strong
Socket on scapula is small and shallow
Head of humerus is not very ball-like
Does not sit deeply into the glenoid fossa

Hip –

Hip joint supported by ligaments
But limits range of movement.
Hip joint surrounded by large muscle group
Socket on the pelvis is deep and cuplike
Head of the femur is very spherical and fits snugly into acetabulum
Ring of cartilage adds depth to the acetabulum

AO 3

Shoulder -
Joint has greater range of movement
Joint is relatively unstable
Easy to dislocate shoulder joint

Hip -

Joint has a limited range of movement
Joint is more stable
Very hard to dislocate hip

Credit other suitable responses relevant to the question.

2. Games such as football, netball and basketball can put a lot of strain on the knee joint.

Explain how structures within the knee joint provide stability and suggest why this joint is easily injured when playing certain sports. [6 marks]

Marks for this question: AO1 = 1, AO2 = 2 and AO3 = 3

Possible content may include:

AO 1

(Fibrous) joint capsule surrounds joint providing stability

Ligaments attach bones of a joint together it adds significantly to joint stability

Pads of fat improve the fit of articulating bones

AO 2

Medial / lateral / collateral ligament stops femur and tibia moving from side to side

Pads of cartilage (meniscus) deepen the joint

Patella prevents hyperextension of knee joint

(Anterior/posterior) cruciate ligaments hold femur and tibia together prevents hyperextension

AO 3

Femur is balanced on top of the tibia making it very unstable as a joint

Vulnerable to side impact that damages the medial ligament (e.g. tackle in football)

Twisting / pivoting action puts strain on the ligaments

Sudden stopping and changes of direction put strain on the (cruciate) ligaments.

Credit other suitable responses relevant to the question.

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Chapter 1b The structure and function of the cardio-respiratory system

3. Describe the cardiac cycle and the changes that occur as heart rate increases.

[6 marks]

Marks for this question: AO1 = 1, AO2 = 2 and AO3 = 3

Possible content may include:

AO 1

Diastole - blood enters both atria

Atrio-ventricular / tricuspid / bicuspid valves open

Blood flows from atria to ventricles

Semi-lunar valves are closed

AO 2

Diastole - ventricular pressure is lower than atrial pressure (ventricular diastole)

Systole - Atrio-ventricular / tricuspid / bicuspid valves forced closed by pressure

Systole - as pressure builds Semi-lunar valves open

Systole – atria contract

Ventricles contract (ventricular systole)

Blood moves out of heart into aorta / pulmonary artery

AO 3

Cardiac cycle lasts approx. 0.8 secs / systole 0.3 secs / diastole 0.5 secs

Exercise - HR increases - less time for filling during diastole

Ventricular filling becomes active process

Diastolic phase shortens

Credit other suitable responses relevant to the question.



4. Explain the changes in the mechanics of breathing during exercise that lead to greater inspiration from that at rest. [6 marks]

Marks for this question: AO1 = 1, AO2 = 2 and AO3 = 3

Possible content may include:

AO 1

At rest - intercostals contract to lift rib cage upwards/outwards

Diaphragm contracts / flattens / lowers

Increasing volume of thoracic cavity / volume of lungs increases

AO 2

Pressure within the lungs drops

Pressure lower in lungs than in the atmosphere

Air enters lungs from atmosphere

AO 3

During exercise - more inspiratory muscles are used - pectoralis minor / scalenes / sternocleidomastoid / abdominals

Increasing volume of thoracic cavity

Greater reduction in pressure in the lungs

Deeper inspiration / air enters more rapidly

Credit other suitable responses relevant to the question.

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5. Explain how the structure of alveoli and capillaries aid the process of gaseous exchange between the alveoli and capillaries? [6 marks]

Marks for this question: AO1 = 1, AO2 = 2 and AO3 = 3

Possible content may include:

AO 1

Diffusion occurs from area of high partial pressure / concentration to area of low partial pressure / concentration

Short diffusion pathway between alveoli and capillary

Walls of capillaries are only one cell thick allowing diffusion to take place

Millions of alveoli mean very large surface area for diffusion

AO 2

Alveoli covered in capillaries

High partial pressure of oxygen/low pp CO₂ in alveoli

Low partial pressure of oxygen/high pp CO₂ in capillaries

Reversal O₂/CO₂

AO 3

Steeper diffusion gradient increases rate of diffusion

Oxygen combines with haemoglobin in the RBC to form oxy-haemoglobin

CO₂ combines with haemoglobin to form carbaminohaemoglobin

Credit other suitable responses relevant to the question.

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Chapter 1c Anaerobic and aerobic exercise

6. Explain how different energy systems are used during a team game. [9 marks]

Marks for this question: AO1 = 2, AO2 = 2 and AO3 = 5

Possible content may include:

AO 1

Aerobic system

Glucose broken down

Using oxygen

Anaerobic system

Glucose broken down

Without oxygen

AO 2

Carbon dioxide as waste product

Water as waste product

Glucose + oxygen = energy + carbon dioxide + water

Lactic acid as waste product

Glucose = energy + lactic acid

AO 3

Aerobic used during slow rhythmical movements

Long duration

Anaerobic used during intense exercise

Short duration

Lactic acid causes fatigue

Aerobic when resting, walking, jogging

Anaerobic when sprinting, jumping, tackling

Credit other suitable responses relevant to the question.

7. Explain how long-term exercise may improve performance.

[9 marks]

Marks for this question: AO1 = 2, AO2 = 2 and AO3 = 5

Possible content may include:

AO 1

Body shape may change
Improved fitness

AO 2

Change in body shape – less fat, more muscle
Increased muscle strength
Improved muscular endurance
Improved speed
Improved suppleness / flexibility
Better cardio-vascular endurance / stamina
Bigger heart

AO 3

Hypertrophy
Bigger stroke volume
Lower resting heart rate
Bradycardia
Improvements in fitness - better able to cope with exercise demands
Quicker recovery from (anaerobic) exertion
Less fatigue – improved performance
Improved oxygen supply to muscles

Credit other suitable responses relevant to the question.



Chapter 2 Movement analysis

8. Compare plantar flexion at the ankle and flexion at the elbow joints in terms of mechanical advantage. [9 marks]

Marks for this question: AO1 = 2, AO2 = 2 and AO3 = 5

Possible content may include:

AO 1

Levers consist of:

Fulcrum / pivot; Force / effort; Resistance / load

3 classes –

1st class fulcrum in middle

2nd class resistance in middle

3rd class effort in middle

AO 2

Ankle – ball of foot – fulcrum

Weight of body – resistance

Gastrocnemius – force

Elbow – elbow – fulcrum

Weight of hand – resistance

Biceps - force

AO 3

Mechanical advantage depends on length of effort and resistance arms

Plantar flexion – long resistance arm / longer effort arm

Effort arm ÷ resistance arm = positive

Biceps flexion – long resistance arm / short effort arm

Effort arm ÷ resistance arm = negative

Plantar flexion – able to move / lift heavy weight / apply large forces

Plantar flexion - slow movement and limited range

Bicep flexion – very rapid movement / large range of movement

Bicep flexion – only apply limited force / limited strength

Credit other suitable responses relevant to the question.

9. Analyse the movements possible at the shoulder joint.

[6 marks]

Marks for this question: AO1 = 1, AO2 = 2 and AO3 = 3

Possible content may include:

AO 1

Ball and socket joint

Formed from humerus and scapula

Head of humerus fits into glenoid fossa of scapula

Triaxial / movement in all three planes

AO 2

Movement in sagittal plane and around transverse axis

Flexion / extension

Movement in frontal plane and around sagittal axis

Abduction / adduction

Movement in transverse plane and around longitudinal axis

Rotation

AO 3

Agonists –

Flexion – (anterior) deltoid

Extension – latissimus dorsi / posterior deltoid

Abduction - deltoid

Adduction – latissimus dorsi / pectorals

Rotation – rotator cuff

Credit other suitable responses relevant to the question.

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Chapter 3 Physical training

10. Using your knowledge of flexibility and power, evaluate the importance of these components of fitness for performers in the high jump [6 marks]

Marks for this question: AO1 = 1, AO2 = 2 and AO3 = 3

Possible content may include:

AO1

Flexibility – amount / range of motion / movement possible at a joint

Power – strength x speed

AO2

High jump needs flexibility because it involves arching / hyperextending back when clearing bar

High jump does need power to generate height to clear bar

AO3

Flexibility – greater flexibility could mean greater height cleared

Flexibility – greater flexibility could be regarded as better technique

Power – greater power could mean greater height cleared

Power – is a major component impacting on overall height jumped

Flexibility – it is possible to win an event race with poor flexibility, but not with poor power

Power most important fitness component in high jumping

Credit other suitable responses relevant to the question.

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11. Evaluate the potential benefits and limitations of fitness testing.

[9 marks]

Marks for this question: AO1 = 2, AO2 = 2 and AO3 = 5

Possible content may include:

AO 1

Benefits -

Identify strengths and/or weaknesses

Inform training requirements

Find starting level of fitness

Monitor improvement

Measure success of a training programme

Compare against norms / national averages

Motivate / set goals

Provide variety in a training programme

AO 2

Limitations -

Tests often not sport specific

Tests do not replicate movements of activities

Do not replicate competitive conditions

Questionable reliability

AO 3

Tests require correct procedures and protocols

Most tests suitable for generalised fitness measure

Tests have limited accuracy

Most tests lack validity

Elite / better performers need sport specific tests

Closely resembling performing

Can be used to measure improvements / fitness

Credit other suitable responses relevant to the question.

12. Analyse the use of specificity and overload as principles of training. [9 marks]

Marks for this question: AO1 = 2, AO2 = 2 and AO3 = 5

Possible content may include:

AO 1

Specificity -
Specific to needs of individual
Specific to demands of sport
Specific to muscles used
Specific to energy demands of activity

Overload -

Harder than normal
Causes adaptations / body adapts;
FITT principles

AO 2

Overload -
Frequency – how often
Increase number of session per week
Intensity – how hard
Increase number of reps / sets in each session
Time/duration – how long
Increase duration of session / reduce rest interval
Type – kind of exercise
Change to avoid overtraining / boredom / overuse injuries

AO 3

Can overload without specificity
Will improve fitness and hence performance
Greater increase in performance if overload and specific
Higher / lower standard of performer, more / less important specificity becomes
Specificity means training exactly replicates activity -
Use same energy system - aerobic / anaerobic
Same muscle fibre-type / slow / fast-twitch
Similar skills / movements as activity
Similar intensity as activity
Similar duration as activity

Credit other suitable responses relevant to the question.

13. Evaluate the use of circuit training as a type of training to improve power. [6 marks]

Marks for this question: AO1 = 1, AO2 = 2 and AO3 = 3

Possible content may include:

AO 1

Power = strength x speed / move resistance quickly

Circuit training - sequence of exercises

Called stations

Usually 8-12 stations

Rest between stations

Timed exertion / rest at / between stations

2-4 / repeated laps

AO 2

High intensity / effort for each station

Limited / short rest intervals

Movements done quickly

Use body weight as resistance

E.g. push ups, burpees, squat thrusts

Can use free weights to add resistance

AO 3

Circuit training can be used to increase power

Good as a general fitness training method

Requires specific exercises

Higher standard of performer, more specific the exercises need to be

Weight training may also be used

Plyometrics better alternative

Credit other suitable responses relevant to the question.

14. Evaluate the use of altitude training as a specific training technique. [9 marks]

Marks for this question: AO1 = 2 AO2 = 2 and AO3 = 5

Possible content may include:

AO 1

Train at high altitude

Usually 2000 m or more above sea level

Less oxygen in air at high altitude

Training very difficult - harder for body to carry oxygen to working muscles

Body compensates by making more red blood cells

AO 2

Form of aerobic training

Improves stamina / cardio-vascular endurance

For endurance athletes – marathon runners, cyclists, etc

AO 3

Benefits may be limited -

Works for some – needs to be tried / trial and error

Not always successful

No benefit for anaerobic athletes

Training is difficult because of lack of oxygen

Detraining effect / lose fitness.

Athletes can suffer altitude sickness –nausea

Away from home – psychological problems / costs / travelling time / climate

Benefits quickly lost

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Credit other suitable responses relevant to the question.

Chapter 4 Sports psychology

15. Explain, in terms of information processing why beginners find it difficult to reproduce skills in a game situation. [9 marks]

Marks for this question: AO1 = 2 AO2 = 2 and AO3 = 5

Possible content may include:

AO 1

Performer takes in information from the environment / display
For example, what they can see / hear / feel
Performer decides / selects response / movement / action
From long term memory
Runs from short term memory
Messages to muscles for movement
Feedback about action

AO 2

Choose most relevant signal / cue / stimulus / piece of information
Filtering process
Selective attention
Working memory
Intrinsic feedback – from within / kinaesthetic
Extrinsic feedback – from outside / others
Used to correct / adjust future movement

AO 3

Skill breaks down because -
Too much information / information overload
Makes poor choice of relevant signal / cue / stimulus / selective attention
Selects inappropriate action / movement
No appropriate action in (long term) memory
Motor programme / action is ineffective / breaks down
Unable to use available intrinsic feedback

Credit other suitable responses relevant to the question.

16. Evaluate the effectiveness of different types of feedback to improve performance of movement skills. [9 marks]

Marks for this question: AO1 = 2, AO2 = 2 and AO3 = 5

Possible content may include:

AO 1

Types of feedback –
Intrinsic feedback from within
Extrinsic feedback from others
Positive feedback praise
Negative feedback criticisms
Knowledge of performance
Knowledge of results

AO 2

Intrinsic feedback you can detect errors / reinforce effective actions
Kinesthesia – body awareness
Positive feedback – encourages repetition
Negative feedback can motivate / highlights errors
KP gives information about technique
KR gives information about outcomes that can be used to improve performance

AO 3

Depends on level of performer
Beginner / novice –
Needs extrinsic feedback / from coach
Needs positive feedback –
Needs knowledge of results
Expert / experienced –
Used intrinsic feedback / kinaesthetic / body / self-awareness
Can deal with negative feedback
Can deal with knowledge of performance

Credit other suitable responses relevant to the question.

17. Evaluate the effectiveness of different types of guidance to improve performance of movement skills. [9 marks]

Marks for this question: AO1 = 2, AO2 = 2 and AO3 = 5

Possible content may include:

AO 1

Types of guidance –

Visual

Verbal

Manual

Mechanical

AO 2

Visual - demonstration of technique

Use DVD / video

Posters or photographs

Verbal - telling the learner

Used with visual guidance

Highlighting a key 'trigger point'

Manual - physically moving the performer

Supporting movement or guiding movement

Mechanical - using aids

AO 3

Visual good for beginner

Start to understand what they are expected / required to do

Form mental image

Less use for elite performers

Can be used to highlight minor errors - analysis software or slow motion

Visual combined with verbal – if performer able to understand complex terminology

Verbal only works for beginners if not too long or complex / understandable

Verbal can work with elite performers - longer and more complex than for beginners / no need to be supplemented with visual guidance as elite performers

Manual/mechanical guidance - useful for beginners

Helps beginner feel safe/supported

Helps beginner complete required movement

Helps performer understand how a movement should feel (intrinsic feedback)

Manual/ mechanical should not be used for too long - performers become reliant upon them

Elite performers do not usually require manual or mechanical guidance unless unexpected flaws in technique start to occur

Credit other suitable responses relevant to the question.

18. Use the Inverted-U theory to analyse how the level of arousal can affect performance of a movement skill. [6 marks]

Marks for this question: AO1 = 1 AO2 = 2 and AO3 = 3

Possible content may include:

AO 1

Graph of theory, both axes labelled with title

As arousal increases so does performance

But only up to a point / moderate arousal / leads to best performance

Optimum level

If arousal too low, then performance will decrease / be low

If arousal is too high, then performance will decrease / be low

AO 2

(Optimum levels can change) depending on personality of performer

(Optimum levels can change) depending on ability / skill level of performer

(Optimum levels can change) depending on nature of task

AO 3

Extroverts perform well with high arousal / introverts tend to perform well under low arousal

Highly skilled perform better with high arousal

Novices / beginners perform better with low arousal

High arousal required for gross / dynamic / simple tasks /

Low arousal often required for fine / perceptual / complex tasks

Credit other suitable responses relevant to the question.

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Chapter 5a Socio-cultural influences

19. Analyse the factors that may influence an individual's participation in sporting activity.
[9 marks]

Marks for this question: AO1 = 2 AO2 = 2 and AO3 = 5

Possible content may include:

AO 1

Attitudes
Role models
Accessibility
Media coverage
Sexism
Age
Culture / religion / religious festivals
Family commitments
Available leisure time
Familiarity
Education
Socio-economic factors/ disposable income

AO 2

Attitudes from previous experiences
Role models presence / influence
Where you live may limit opportunity
Popularity of activity
Men more likely to participate than women
Stereotyping of women / female appropriate sports
Provision for over 60's/young people
Some ethnic groups still suffer discrimination
Religion may inhibit e.g. dress code
Stereotyping e.g. black athletes may be sprinters
Family / friends influences can be positive or negative / level of support
Family commitments important for women
Limits to leisure
Experience - enjoyed-disliked PE / previous success / self esteem / self confidence
Amount of disposable income/employment

AO 3

More important factors are -
Accessibility
Family commitments
Available leisure time
Socio-economic factors/ disposable income

Less important factors are -

Role models
Media coverage
Sexism
Age

Credit other suitable responses relevant to the question.



20. Evaluate the social factors that may affect an individual's opportunity to participate in sport. [9 marks]

Marks for this question: AO1 = 2, AO2 = 2 and AO3 = 5

Possible content may include:

AO 1

Resources

Leisure time / holidays

Availability of clubs / facilities

Access to coaching

Peers / friends / family

Cultural / religious

Previous experience

Discrimination

Media coverage / role models / health awareness.

AO 2

Access to money / transport / disposable income

Amount of time available may be limited

Access to suitable facilities may be limited

Access to good standard of coaching may be limited

Influence of peers / family may be positive or negative

Racial issues / holy days' / dress codes may limit participation

Experiences via school PE programme / previous success in similar sports may affect participation

Act on prejudice / unfair treatment

Popularity of images may encourage participation

AO 3

More important -

Available finance / disposable income

Availability of clubs / facilities

Amount of leisure time available

Less important -

Access to good coaching

Previous experiences

Media coverage / role models

Credit other suitable responses relevant to the question.

Chapter 5b Commercialisation of physical activity and sport

21. Analyse some of the effects of media on sporting events.

[6 marks]

Marks for this question: AO1 = 1 AO2 = 2 and AO3 = 3

Possible content may include:

AO 1

More money for sport
More (TV) spectators / armchair viewing
Money to 'media sports' / mainly for few sports
Changing formats / rules
More competitions / extended seasons

AO 2

Money for development / better standards / players
Encourages participation / new sports
Little female coverage
Less reliance on gate receipts / paying spectators
More people educated about sport / role models
More competitions / extended seasons – player burnout
Technology assists decision making
Highlights negative aspects e.g. hooliganism/cheating/aggression/ hype

AO 3

Television has turned sport into a major international business
Global sport coverage / globalisation
Business interests more important than sport
More reliance on TV rights / pay per view
Control moved from NGB to media companies / TV now runs sport

Credit other suitable responses relevant to the question.



22. Analyse the relationship between sport and commercialisation.

[6]

Marks for this question: AO1 = 1 AO2 = 2 and AO3 = 3

Possible content may include:

AO 1

Golden triangle / sport-sponsorship-media linked

Sport stars have become super stars/rich / marketable sport stars

Sport has adjusted rules to provide entertainment / sell goods

Television attracts large business investment / widespread televised sport has increased advertising

Increase in money in sport through sponsorship / business sponsorship

AO 2

Television affects timing of events

Increase in technology has led to wider audiences

Technology used - replays / slow motion

Spectators more informed - chat / statistics / analysis of plays

More opportunity for commercial enterprise

More money - higher standards of performance through training / equipment etc

Sport reflecting image of sponsor / good or bad

AO 3

Many competitions reliant on commercial money

Withdrawal of commercial money leaves a sport vulnerable

Commercial money has helped dominant sports / has also helped minority sports develop

Has squeezed amateur sports / professional sports dominate

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Credit other suitable responses relevant to the question.

Chapter 5c Ethical issues

23. Evaluate attempts by sporting organisations to counteract an increase in spectator violence? [6 marks]

Marks for this question: AO1 = 1 AO2 = 2 and AO3 = 3

Possible content may include:

AO 1

Increased security / police
CCTV in grounds
Segregation of rival fans
All seater stadia

AO 2

Banning of alcohol within grounds / in pubs / shut early
Moving kick off/start times
Restriction /control of ticket sales/ family areas/ Identity cards
Police intelligence / sharing of intelligence
Prevention of known troublemakers travelling to matches / life ban
Ban / fine team / country / close stadia
Better player behaviour / not inciting spectators
Appeal by role models / NGBs for fans to behave / fan education schemes / campaigns
Responsible media reporting

AO 3

Crowd trouble reduced in recent times
But still occasional trouble
Linked to importance of match
Local derby / traditional rivalry
Always more spectators than stewards / police
Cannot be prevented if intent is there

Credit other suitable responses relevant to the question.

24. Analyse causes of violent play by players during a sporting event and evaluate strategies that national governing bodies have used to attempt to reduce player violence. [9 marks]

Marks for this question: AO1 = 2, AO2 = 2 and AO3 = 5

Possible content may include:

AO 1

Importance of occasion / match / need to win / Lombardian ethic
Media hype / local derby / importance of game
Incitement by crowds / opposition / retaliation
Referee's decisions
Over-arousal of players / drugs
Frustration / losing / unable to play well
Type of activity - physical contact makes violence more prevalent
Use of weapons / cues - (ice) hockey sticks
Dehumanisation of players - helmets

AO 2

Campaigns to promote sportsmanship / Fairplay Awards
Better officials / citing after game / use of technology to help officials / fourth official
Rules changed to promote fairplay / no tackling from behind / late / high tackles
(On the field) – penalties / sin bins / bookings
(Off the field) – fines / bans
Punish the club – deduct points / matches behind closed doors
Positive role models / name and shame bad role models
Codes of conduct for players / spectators
Drug testing
Encourage respect for officials / captains only allowed to question decisions

AO 3

Successful in reducing violence -
Better officiating has major effect
Rule changes have reduced frustration / retaliation
Frustration / over-arousal and retaliation still major causes - hard to remove from situation
Less successful in reducing violence -
Fairplay awards / promotion have little effect
Punishments have had little effect
Role models have little effect
Limited respect for officials

Credit other suitable responses relevant to the question.

Chapter 6 Health and fitness

25. Using practical examples, explain how a personal trainer might reduce the risk of injury to a participant when delivering a training session in a fitness centre. How could the general health, fitness and wellbeing of a participant influence their risk of injury? [9 marks]

Marks for this question: AO1 = 2, AO2 = 2 and AO3 = 5

Possible content may include:

AO1

Reducing risk -

Risk assessment/maintenance/replacement of machines/equipment

Monitoring and addressing potential hazards

Supervision of participants

Instructions/advice on training might change based on risk assessment of participant

AO2

Use of warm up/cool down / suitable description of warm up/cool down

Check treadmill before the start of each training session

Replace exercise mats that are worn/display an out of use/faulty sign on treadmill

Stack step up boxes out of the way

Ensure all equipment /machines/stations are safe distance from each other

Clean floor so not slippery/rough/use mats for hard floor / wipe up any spillages/water

Ensure all litter/bags are put away to prevent slipping/tripping

One person to a machine / not too many people/crowded

Induction session / teach safe use of equipment

Posters displaying correct technique/rules make sure everyone following rules

Some training/exercises may not be suitable depending upon

health/fitness/illness/injury/medical conditions identified

Ensure participants are not doing too much/over-exerting themselves / not lifting weights

which are too heavy at first; not working at too high intensity Influence of participants health, fitness and wellbeing

AO3

More risk of injury where participants' general health is poor

Might be physically weaker because they exercise less, they're less able to cope with exercise/body just not ready for exercise

Underlying condition makes them susceptible to injury

More risk of injury where participants' fitness is poor - muscles less strong so may not cope with intensity of exercise - more likely to pull muscles/sprain/strain

More risk of injury where participants' wellbeing is poor

May not be trying properly and injure through incorrect technique - could lead to lack of motivation - could do something wrong/not listen to instructions and get injured

Could result in lack of confidence may not regularly attend so don't improve fitness

Credit other suitable responses relevant to the question.