A-LEVEL

Physical Education

PHED3 Optimising Performance and Evaluating Contemporary Issues within Sport

Mark scheme

2580

June 2016

Version 1.0: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk.

Section A

Applied Physiology to Optimise Performance

Question 1

Elite performers who play games, such as hockey and football, will use a predominant energy system which will vary depending on the demands of the match.

01 Explain how each energy system contributes to the performance of a games player during a match.

[14 marks]

Read the whole response and identify on the script the points made from the indicative content in the mark scheme. The number of correct points made in the response determines the band that it falls into.

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Level 0 0 marks	Addresses no aspect of the question	0 points

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2 marks	Few errors in spelling, punctuation and grammar
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Aerobic system A. extended length of games means system will be required/ play for longer periods of time B. provides energy for low level intensity activity in the game C. used for recovery during breaks in play/EPOC D. For example, jogging around the field or equivalent (provides energy by) E. Glycolysis/Anaerobic glycolysis F. Carbohydrates/glycogen/glucose broken down into pyruvate/ pyruvic acid G. Beta oxidation of fats/triglycerides/fatty acids/glycerol/ H. Oxidation of acetyl-coenzyme-A / production of CO2 as part of Krebs cycle/citric acid cycle I. Electron transport chain forms Water/H2O formed/hydrogen ions formed (H+)/hydrogen/protons J. Large quantities of ATP produced or resynthesised/34-38 ATP Lactic acid system/Lactate anaerobic system K. Games require energy for high intensity activity L. For activities lasting over 8 -10 seconds/ up to 3 minutes M. For example, extended period of sprinting to move from one end of the field to the other or equivalent N. Credit second applied example (provides energy by) O. Glycogen/glucose breakdown/Anaerobic Glycolysis P. To pyruvate/pyruvic acid Q. 2 ATP produced ATP-PC system/phosphocreatine system/alactic system R. provides energy for high intensity activity S. short powerful movements up to 10 seconds T. For example, short sprint to the ball/making a tackle/taking a shot/goal keeper making a save or equivalent U. Credit second applied example (provides energy by) V. PC broken down W. Energy used for ATP resynthesis/ADP + P + energy = ATP/ADP + PC = ATP + C X. 1 ATP produced	Relevant anaerobic system must be named to be credited with application and explanation marks but reference to 'working aerobically' can be credited for aerobic system Examples may include different skills but also negative effect of limitations of energy system on performance

Question 2

Elite performers may use illegal ergogenic aids and specialised training methods to improve performance.

02 Explain the physiological reasons why an elite performer may use synthetic erythropoietin (EPO).

[2 marks]

2 marks for 2 of: A. (EPO) stimulates/increases red blood cell production B. to increase oxygen carrying capacity/more oxyhaemoglobin/ more haemoglobin/to improve aerobic system/improve oxygen delivery to the muscles	 Do not accept 'RBC' Do not accept 'to work for longer'

Altitude training is used to improve aerobic capacity.

03 Outline the advantages **and** disadvantages of altitude training.

[5 marks]

5 marks for 5 of: Sub max of 3 per section <u>Advantages</u> A. Increased number/concentration/red blood cells B. Increased concentration of haemoglobin/ myoglobin/ increased haematocrit/increased capilliarisation C. Increased capacity to carry oxygen D. Increased myoglobin in muscles E. Increased tolerance to lactic acid/buffering/delayed OBLA F. Benefits last for up to 6 to 8 weeks. <u>Disadvantages</u> G. Altitude sickness H. Training at same intensity difficult/detraining may occur/loss of fitness I. Benefits lost within few weeks back at sea level/up to few days J. Body can only produce limited amount of EPO K. Psychological problems linked to travel/time away from home	

Question 3

Gymnasts have to change the position of their body when performing a somersault during a gymnastic floor routine.

04 Name the muscle fibre type predominantly used by a gymnast during a floor routine **and** state the functional characteristics that allow these muscles to produce this type of movement.

[3 marks]

3 marks for 3 of: A. Fast twitch fibres/type 2/Type2a/Fast oxidative glycolytic/ FOG/Type 2b/fast twitch glycolytic/FTG B. Fast speed of contraction C. High force of contraction/powerful contraction/ strong contraction D. Type2a/Fast oxidative glycolytic/FOG - some capacity to resist fatigue	Pt D – specific fibre type must be named

05 Explain how a gymnast alters their angular velocity by changing their moment of inertia.

[4 marks]

A. Angular momentum = moment of inertia x angular velocity/ (during rotation) Angular momentum remains constant/conservation of angular momentum B. To slow down (rotation) gymnast increases moment of inertia C. Achieved by extending body/opening out/or equivalent D. To increase speed (of rotation) gymnast decreases moment of inertia E. Achieved by tucking body/bringing arms towards rotational axis	

Question 4

Elite endurance performers require a high VO_2 max and the ability to delay the effects of fatigue.

06 Explain the term VO_2 max **and** its relationship to aerobic performance.

[2 marks]

2 marks for 2 of: A. (VO_2 max) Maximum volume of oxygen that can be utilised/consumed by the working muscles per unit of time/minute Sub max of 1 mark for 1 of: B. Higher the VO_2 max the greater the endurance capacity of the performer/performer can work at higher intensities for longer or equivalent/delayed OBLA C. Level of VO2 max genetically determined which limits impact of training	B. Do not accept 'work for longer'. Must be link to intensity or time

07 Describe one method of glycogen loading **and** outline the benefits to an elite performer.
[5 marks]

5 marks for 5 of: sub max of 3 marks per section <u>Process</u> A. (Method A) reduce glycogen levels by endurance training/exercise B. For three days follow low carbohydrate diet C. combined with tapering/reduction in training D. next few days follow high carbohydrate diet E. combined with little or no training F. Increase water intake (aids glycogen storage) G. (Method B) Day before competition complete 3 minutes of high intensity exercise H. 'carbo window' opens immediately after exercise I. Eat high carbohydrate diet within 20 minutes of finishing exercise J. 'carbo window' closes after 2 hours K. Increase water intake (aids glycogen storage) L. (Method C - non-depletion protocol) Reduce training intensity the week before competition M. 3 days before competition follow high carbohydrate diet N. Continue with light intensity training O. Increase water intake (aids glycogen storage) <u>Benefits</u> P. Increased <u>muscle</u> glycogen stores Q. supercompensation R. Increased ATP resynthesis/delays hitting the wall/work at higher intensity for longer periods	Accept first method only Do not accept 'increased endurance/delays fatigue'

Section B

Psychological Aspects that Optimise Performance

Question 5

All teams will experience victories and defeats.

08 Explain how the coach of a team can use knowledge of Weiner's Attribution Theory to maintain the motivation of a team following defeat **and** outline other strategies that can be used to avoid learned helplessness.

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Where a response has no creditworthy material from the indicative content, then that response cannot be awarded any QWC marks.

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2 marks	Few errors in spelling, punctuation and grammar
1 mark	Some errors in spelling, punctuation and grammar
0 mark	Major errors in spelling, punctuation and grammar

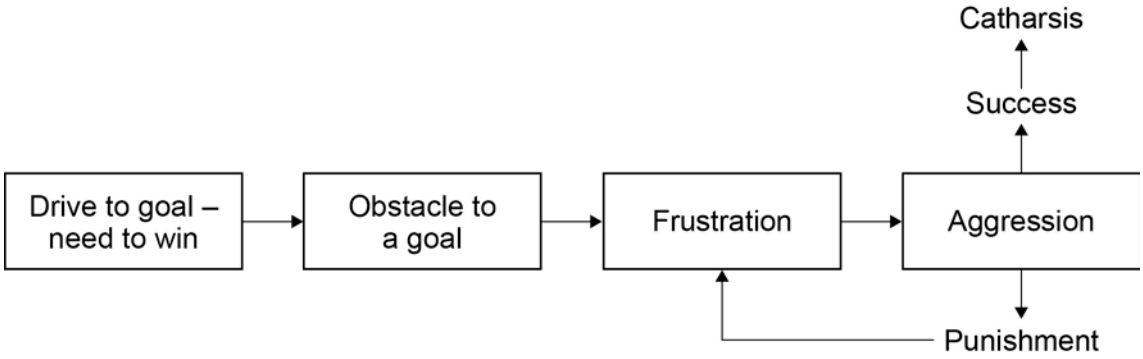
Use of attribution theory A. (explanation of attribution) – perceived reason for success or failure or equivalent B. Locus of causality/locus of stability/locus of control C. Never attribute failure to internal-stable factors/ability D. Applied example e.g. 'lack of skill' E. (attribute loss to) internal-unstable factors/effort F. Applied example e.g. 'try harder next time' G. (attribute loss to) external-stable factors/task difficulty H. Applied example e.g. 'opposition too strong' I. (attribute loss to) external-unstable factors/luck J. Applied example e.g. 'referee decision' K. (attribute loss to) controllable factors L. Applied example e.g. 'our tactics weren't right' M. Self-serving bias N. Attributes success to internal factors and defeat to external factors Strategies to avoid learned helplessness O. (explanation of Learned Helplessness) failure is inevitable/perceived lack of control of the situation P. General or global learned helplessness – failure is inevitable in all sports or equiv. Q. Specific learned helplessness – failure is inevitable in certain situations or equiv. R. Develop self-efficacy/self-confidence/self-esteem S. Attribution retraining T. Avoid social comparisons U. Goal setting /Set performance/process/task orientated goals rather than outcome goals V. Mental rehearsal/visualisation/imagery W. Provide opportunities for success X. Positive feedback/reinforcement/peer support Y. One-to-one attention Z. Observe demonstrations by others of similar abilities/vicarious experiences AA. Positive self-talk/thought stopping	Do not accept annotated diagram of Weiner's Model – must be explained fully Answer must focus on defeat not following success If example is linked to incorrect dimension no mark awarded. E.g. internal unstable - luck Pt B any one named loci acceptable Pt N only awarded if linked to Pt M Pt P & Q must be explained to be awarded marks

Question 6

During competitive matches players may become over-aroused and commit aggressive acts, such as foul play.

Figure 1 shows the frustration-aggression hypothesis, which offers one explanation for the cause of aggressive behaviour.

Figure 1



09 Using other psychological theories of aggression, explain the weaknesses of the frustration-aggression hypothesis.

[4 marks]

4 marks for 4 of: A. Not all frustration leads to aggression B. Not all aggression is the result of frustration C. No allowance for situation/environment D. Cue-arousal theory/aggressive cue hypothesis suggests aggression occurs when specific cues are present E. Instinct/Trait Theory suggests aggression is innate F. Instinct/Trait Theory suggests built up energy has to be released/cathartic effect G. Social learning Theory/Observational Learning suggests behaviour is copied from others	

10 Explain how a performer can use biofeedback as a stress management technique to control over-arousal.

[3 marks]

3 marks for 3 of; A. Somatic stress management technique / used to control physiological effects of anxiety B. Involves measurement of physiological responses C. (Examples) heart rate/breathing rate/ sweat production/skin temperature/muscle tension/blood pressure/galvanic skin response or equiv. D. Performer learns to recognise and control/reduce/lower anxiety response	

Question 7
Leaders and coaches have an important role in developing the performance of their players.

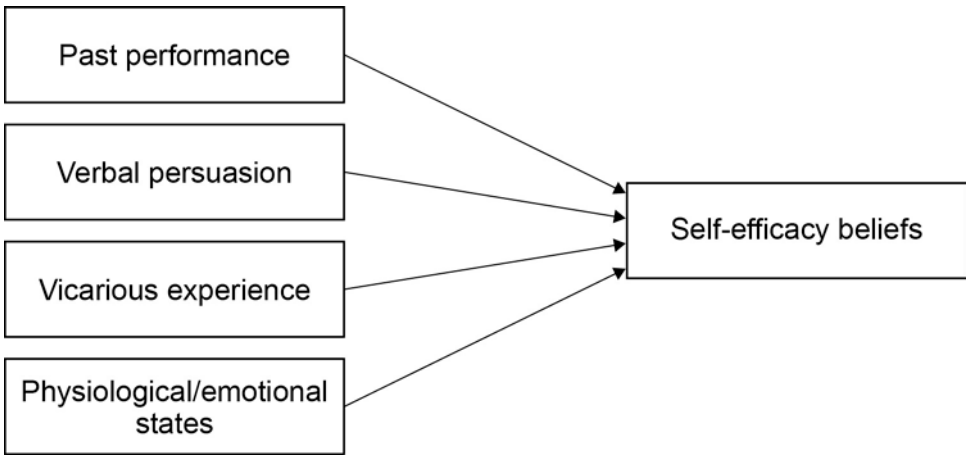
11 Outline the role of a leader **and** explain the difference between a prescribed leader and an emergent leader.

[3 marks]

3 marks for 3 of; A. (role of a leader) direct behaviour/influence others/ motivation/goal setting/provide guidance/provide feedback or equiv. B. (prescribed leader) appointed by an external authority to lead the group C. (emergent leader) appointed by the group /approved by the group	Pt C – not just 'from within the team'

Figure 2 shows Bandura's model of self-efficacy.

Figure 2



12 Explain the term self-efficacy **and** outline the impact of positive vicarious experiences on the performer.

[4 marks]

4 marks for 4 of; A. (self-efficacy) level of self-confidence of a performer in a <u>specific situation</u> B. (Vicarious experience) watching/observing a demonstration or others performing a task C. Allows modelling/copying to occur D. Builds confidence/belief in own ability when task is seen completed successfully E. <u>More effective</u> if model is of similar ability to the performer	Pt E. no marks for stating 'of similar ability' needs reference to increased impact

Question 8

Spectators can have an impact on the quality of an individual's performance.

13 Explain the difference between the terms social inhibition **and** evaluation apprehension.

[2 marks]

2 marks for 2 of; A. (social inhibition) the <u>negative</u> influence of others/audience on performance who are present at the time B. (evaluation apprehension) the <u>negative</u> influence of others if the performer feels they are being <u>judged</u>	Need to identify which term being discussed Accept other words for 'negative' Pt A Accept other terms that may describe the audience or others Pt B 'being watched' too vague

14 Outline the strategies a coach may use to reduce the negative effects of an audience on performance.

[5 marks]

5 marks for 5 of; A. Train in front of others B. Improve selective attention and cut out the effect of the audience C. Reduce the importance of the event D. Avoid social comparison with others/teach/ coach in a non-evaluative environment initially/verbal encouragement/ persuasive communication E. Encourage team mates to be supportive F. Mental rehearsal/imagery/visualisation G. <u>Other Named</u> stress management and relaxation techniques H. Goal setting I. Use attributions correctly/accept suitable examples J. Ensure skills are over-learned/highly skilled/autonomous phase/performance accomplishments/ensure success	

Section C

Evaluating Contemporary Influences

Question 9

Modern day sport is constantly changing due to the advancement of technology.

15 Discuss the suggestion that technology is improving the experience of the performer and spectator in modern day sport.

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Agree/advantages A. Improved facilities/equipment/clothing/footwear/improved access due to cost reduction B. Applied example linked to point A C. Adapted equipment/prosthetics allow disabled athletes to compete D. Improved analysis of performance/testing more accurate/GPS tracking information E. Better rehabilitation techniques/injury prevention techniques F. Enhanced player welfare/replays allow punishments for foul play G. Improved standards of performance/more records broken H. Scoring more accurate/helps officials make correct decisions/timing more accurate I. Rules adapted to use technology more effectively J. Increasing crowd or performer interaction with decisions e.g. Hawkeye or equiv. K. Increased crowd interaction with the official e.g. ref-cam/ref-link or equiv. L. Different sports can make choices about type of technology they wish to use e.g. goal line technology M. Allows for globalisation/world audience/increased access to spectate N. (Example of increased viewing access) e.g. digital viewing/video streaming/3D TV/HD TV/social media/use of smart phones to watch matches O. Can be used to counter/simulate extreme climatic conditions P. Drug testing more efficient Q. Security can be improved at venue **Disagree/disadvantages** R. Increased costs/pressure for new stadiums/facilities/ expensive to install S. Constant record breaking reduces spectator interest T. Poorer countries/sports/performers at a disadvantage if technology not available U. Technology not always accurate/breaks down V. Use of technology takes away 'human' element of luck/decisions/traditional nature of sport W. Officials avoid immediate decisions/officials over reliant on technology X. Sport less spontaneous/Breaks in play for decisions spoils experience Y. Drug testing struggles to keep pace with new technology Z. Increased/live media coverage can lower attendance at events/illegal streaming of matches AA. Conflict between governing bodies and manufacturers e.g. illegal golf clubs.	No requirement to identify if answer related to performer or spectator 'sports science' or 'sports medicine' too vague 'hawkeye' can be used several times in different contexts Focus of question is on impact of technology rather than sponsorship and commercialisation.

Question 10

During the 19th century, many sports' governing bodies were established.

16 Explain the factors that led to the emergence of national governing bodies, such as the Football Association, during the 19th century?

[4 marks]

4 marks for 4 of: A. 'Old boys'/Blues/Public school boys – left schools/universities and wanted to continue playing their sports B. Middle classes - wanted control / moral force in society tended to form clubs and NGB C. Participation/clubs developed – needed an overriding organisation to organise competitions/control – administration structure / development of leagues / Cup competitions/ international competitions D. Need for rules/codification of rules – to establish nationally recognised set of rules/growth of rational recreation / code of practise/previously variation in rules E. Amateur and professional/eligibility – development of 'professional' codes led to increased number of NGB's, e.g. Rugby Union-Rugby League F. Exclusion – e.g. working classes often excluded on amateur grounds /women often excluded/banned	Factors must be explained, not just stated Accept appropriate alternative explanations for each factor Focus of question is establishment of NGB not spread of rational recreation

17 Outline the role and purpose of a national governing body in modern day sport.

[3 marks]

3 marks for 3 of: A. Increase participation/ grass roots to elite B. Responsible for individual sports C. Liaise with ISF/International Sports Federation D. Ensure rules are followed in their sport/handle misconduct E. Organise competitions / coaching / facilities F. Select national teams G. Liaise with other organisations e.g. UK Sport/BOA/SE H. Carry out policies such as government /UK Sport etc. /equal opportunities I. Whole Sport Plans / Long Term Athlete Development / Talent Identification J. Access funding/distribute funding	Pt D- no not accept 'create the rules'

Question 11

[2 marks]

There is a temptation for performers to take drugs to enhance their sporting performance.

18 Other than for the physiological benefits, outline the reasons sport performers take performance enhancing drugs.

A. Increased training drive/aggression/confidence B. Perception 'if you don't take it you won't make it'/ increase/others are taking them/peer pressure/ or equiv. C. Rewards for success so great/fame/win ethic D. Institutionalised doping/forced to take drugs	Question focus is not on 'physiological benefits'

19 Explain the problems faced by sporting organisations when implementing a ban on the use of performance enhancing drugs.

[5 marks]

5 marks for 5 of: A. Difficulty in accurate testing/masking agents/ new drugs/ difficult to keep testing up to date/cheats always one step ahead of testers B. Some drugs used for medical reasons/ difficulty in classifying drugs C. Athletes motivated to take drugs as high rewards available/ Lack of support from sponsors when athletes banned D. Illegal support provided by some NGBs/coaches/ countries/fellow competitors E. Inconsistent policies for testing or punishments/countries have different policies/sports governing bodies have different policies F. Cost of testing expensive/time consuming G. Legal challenge to positive results H. Difficulty gaining access to athletes for testing/ out-of-season testing difficult I. Difficultly in issuing an appropriate ban/clean athletes may be banned e.g. Russian athletes in the Rio Olympics	

Question 12

During sporting contests performers are expected to maintain traditional ethical codes, such as sportsmanship and play within the laws of the game.

20 Explain the term sportsmanship **and** outline how it is encouraged and maintained at the highest level of sport.

[4 marks]

Expert marked

4 marks for 4 of: sub max of 1 mark for the explanation A. (Sportsmanship) playing by the unwritten rules / code of ethics/contract to compete/fair play/etiquette/ or accept suitable examples <u>Encouraging and maintaining</u> B. (Penalties) - bookings/free kicks/ sin bin/bans/fines or equivalent C. Fair play awards / allocation of place in major event based on disciplinary record D. Clubs fined / points deducted/matches played behind closed doors / spectators banned from watching E. Code of conduct/campaigns/ Olympic Oath/Olympic Ideal/Fair Play Charter/use of role models F. Drug testing	Pt A do not accept 'written rules' Pt E – do not accept 'contract to compete'

21 The law has become increasingly involved in sporting issues.

State how the law can protect elite performers.

[3 marks]

3 marks for 3 of: A. (On field of play) Opposition player fouls/protection from violent spectators B. (Off field of play) contracts with employers/administration of wages/assets/Bosman ruling/Court of Arbitration for Sport C. Sponsorship deals/commercial deals D. Protection from media intrusion into private life/privacy law E. Child protection laws F. Protection from racism/sexism/disability/equal opportunities G. Health and safety requirements/negligence laws	

Assessment Objectives – PHED3 2016

Question Number	Assessment Objectives		Marks	Auto (A) / General (G) / Expert (E) marked
	AO1	AO3		
Question 1				
01	6	8	14	E
Question 2				
02		2	2	E
03		5	5	E
Question 3				
04	3		3	E
05		4	4	E
Question 4				
06	2		2	E
07	3	2	5	E
Question 5				
08	6	8	14	E
Question 6				
09		4	4	E
10	3		3	E
Question 7				
11	3		3	E
12	4		4	E
Question 8				
13	2		2	E
14		5	5	E
Question 9				
15	6	8	14	E
Question 10				
16	4		4	E
17	3		3	E
Question 11				
18		2	2	E
19	2	3	5	E
Question 12				
20	1	3	4	E
21		3	3	E
Total	48	57		
Total %	46	54		