



Oxford Cambridge and RSA

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GCSE (9–1) Physical Education
J587/02 Socio-cultural issues and sports
psychology
Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour

You must have:

- the Question Paper



First name

Last name

Centre
number

Candidate
number

INSTRUCTIONS

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink.
- Answer **all** the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **60**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in the question marked with an asterisk (*).
- This document consists of **16** pages.

Section A
Answer all the questions.

- 1** Which **one** of the following is a suitable definition of a motor skill?
Put a tick (✓) in the box next to the correct answer.

(A) A learned movement response.

☐

(B) A potential you are born with which produces actions.

☐

(C) A fundamental action in sports performance.

☐

(D) A response linked to mechanical advantage in sport.

☐

[1]

- 2** Using a practical example, describe **one** characteristic of an open motor skill.

.....

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[1]

- 3** Using a practical example, describe **one** characteristic of a complex motor skill.

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[1]

- 4** Explain **one** advantage and **one** disadvantage of using manual guidance when developing a motor skill in sport.

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[1]

- 5 Explain how imagery can help a sports performer mentally prepare for effective performance.

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[3]

- 6 A coach gives a tennis player verbal feedback about errors in her forehand technique at the end of a training session.

Other than being extrinsic, what type of feedback is this?

.....

.....

[1]

- 7 Which **one** of the following is **false**?
Put a tick (✓) in the box next to the correct answer.

- (A) Selective attention is good for a rugby player's concentration. ☐
- (B) An example of a specific goal is to improve strength in the legs of a badminton player. ☐
- (C) The use of pre-recorded verbal feedback is an example of mechanical guidance. ☐
- (D) A characteristic of a skilful gymnast is that he shows good co-ordination. ☐

[1]

- 8 Describe **three** ways the media may promote sport.

1

2

3

[3]

- 9 Which **one** of the following is **true**?
Put a tick (✓) in the box next to the correct answer.

- (A) Professional female golfers earn more now than professional male golfers.
- (B) Tennis is the most popular participant sport in the UK.
- (C) As age increases the probability of sports participation decreases.
- (D) Taking part in sport as a child has no significance to taking part as an adult.

☐
☐
☐
☐

[1]

- 10 What is meant by the term sponsorship?

.....

[1]

- 11 Describe **one** practical example of sportsmanship.

.....

.....

[1]

- 12 Describe **two** reasons why a player in a team sport might be violent.

1

2

[2]

- 13 Identify **one** reason why a sports performer might use anabolic steroids.

.....

[1]

- 14** The Cricket World Cup attracts prize money for men of about £2,500,000, whereas for women, the prize money is about £47,000.

Discuss possible reasons for this difference in prize money for men and women.

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[3]

- 15** Give **two** practical examples of how exercise can increase a person's sense of well-being.

1

2

[2]

- 16** Which **one** of the following is a physical health benefit of participation in physical activity?
Put a tick (✓) in the box next to the correct answer.

(A) Can lead to a better self-image.

☐

(B) Bone density is decreased as a result of physical activities.

☐

(C) You are less likely to suffer from Type 2 diabetes.

☐

(D) The more sport you play, the more friends you make.

☐

[1]

- 17** Give **one** characteristic of a sedentary lifestyle.

.....

.....

[1]

- 18** Which **one** of the following is the main function of carbohydrates?
Put a tick (✓) in the box next to the correct answer.

- (A) To deliver oxygen to working muscles.
(B) To provide energy for movement.
(C) To enable bones to grow and repair.
(D) To provide roughage for the digestive system.

☐
☐
☐
☐

[1]

- 19** Using practical examples, describe how the physical benefits of regular exercise can help with posture.

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[3]

- 20** Give **one** possible consequence of a lack of hydration when performing in sport.

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[1]

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PLEASE DO NOT WRITE ON THIS PAGE

Turn over for the next question.

Specimen

Section B
Answer all the questions.

21 (a) (i) What is meant by 'positive thinking' when an athlete prepares for a competitive performance?

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.....

[1]

(ii) Using a practical example for each, describe **two** effects of positive thinking.

1

2

[2]

(b) Stephanie has been going to a tennis club for two years. Her play has improved in lots of ways but her serve is still inconsistent and often loses her points during matches, as shown in **Table.1** below:

Table.1

	Serves which are 'in' (%)	Points won on serve (%)
1 st serve	52%	45%
2 nd serve	58%	30%

Complete the table on page 9 to give an example of how each of the SMART principles could be applied to help Stephanie improve her tennis.

SMART element	Practical example of goal to improve her tennis
Specific	
Measurable	
Achievable	
Recorded	
Timed	

[5]

(c) Give **two** examples of different types of visual guidance when helping to develop skills in sport.

- 1
-
- 2
-

[2]

- (b)** Give **two** different practical suggestions that might lead to an increase in participation for 11–14 year old females. How might you assess whether your suggestions are successful?

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[4]

- 23 (a)** Carbohydrates are one component of a healthy diet.

- (i)** Give **three** other components of a healthy diet.

1

2

3

[1]

- (ii)** Kim is trying to eat more healthily and be more physically active in order to lose weight.

Justify which one of the following goals is most likely to help Kim achieve her goal.

- A. I will go to the gym whenever I can from now on.
- B. I will do more exercise and eat more healthy food on weekdays.
- C. I will go to the gym once a week for the next 10 weeks.

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[2]

(b) Explain **three** social benefits of regularly attending a local gym.

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[3]

(c) Analyse how physical activity can benefit emotional health.

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[4]

If you require additional space to complete an answer please use this page. The question number(s) must be clearly shown.

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...day June 20XX – Morning/Afternoon

GCSE (9–1) Physical Education

J587/02 Socio-cultural issues and sports psychology

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 60

This document consists of 20 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: Scoris Assessor Online Training; OCR Essential Guide to Marking.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the 10 practice responses (“scripts”) and the 10 standardisation responses

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.















MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the Scoris messaging system, or by email.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question
- Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)
8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the Instructions for Examiners). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations used in the detailed Mark Scheme

	?	Unclear
	BOD	Benefit of doubt
	Cross	Incorrect
	L1	Level 1
	L2	Level 2
	L3	Level 3
	REP	Repeat
	Tick	Correct
	VG	Vague
	SEEN	Noted but no credit given
	S	S (indicates 'sub max reached')
	EG	Example
	K	Knowledge
	DEV	Development

- Sub-maxes are indicated with **S**; the guidance section of the mark scheme shows which questions these are relevant to.
- K** and **DEV** used instead of ticks on the extended response question to indicate where knowledge or development points from the indicative content have been made.

On this extended response question, one K or DEV does not necessarily equate to one mark being awarded; the marking is based on a levels of response mark scheme which awards a level and mark holistically based upon the quality of the response overall against the levels descriptors.

Section A					
Question			Answer	Marks	Guidance
1			(a) A learned movement response	1 1 x (AO1)	
2			One mark for: 1. affected by the environment e.g. receiving a tennis serve on a windy day 2. predominantly perceptual e.g. a cricket batsman selecting a shot 3. externally paced e.g. the hockey goalkeeper saving a shot at goal.	1 1 x (AO2)	Only accept if a suitable practical example is used. Do not accept a practical example on its own – must be part of the description.
3			One mark for: 1. many stimuli to process/lots of information to process e.g. a fielder in cricket 2. many decisions to make/increased perceptual requirements e.g. a basketball dribble in a game 3. more feedback e.g. receiving the serve in volleyball 4. skill with more or many subroutines e.g. hitting a return in tennis	1 1 x (AO2)	Only accept if a suitable practical example is used. Do not accept a practical example on its own – must be part of the description.
4			Advantages: 1. it helps with confidence or self-efficacy due to the physical support it provides 2. encourages correct proprioception or kinaesthesia or you can get the right ‘feel’ of the skill 3. increases safety in potentially risky activities due to the physical support through the movements Disadvantages: 4. if too much help given, it can limit proprioceptive/(true)	1 1 x (AO3)	Must have an advantage and a disadvantage for one mark

Section A					
Question			Answer	Marks	Guidance
			kinaesthetic experience 5. performer becomes over-reliant on the guidance and fails to complete the movement when unsupported		
5			Three marks from: 1. before or during performance imagery can improve concentration by blocking out distractions 2. imagery can increase confidence by imagining success or satisfaction/happiness with the performance. 3. before or during performance imagery can help with relaxation/control stress by the participant when they feel anxious / go to 'another place' in their minds to try and calm down.	3 3 x (AO2)	Do not accept single word answers.
6			One mark from: 1. knowledge of performance 2. terminal feedback 3. negative feedback	1 1 x (AO1)	Do not accept extrinsic (in the question).
7			(c) The use of pre-recorded verbal feedback is an example of mechanical guidance.	1 1 x (AO1)	
8			Three marks from: 1. raising awareness 2. education of spectators through analysis 3. introducing new supporters to sport 4. creating role models 5. making certain sports more fashionable 6. attracting investment in sport.	3 3 x (AO1)	Accept any equivalent / relevant media promotion.

Section A					
Question			Answer	Marks	Guidance
9			(c) As age increases the probability of sport participation decreases	1 1 x (AO1)	
10			The (financial) support for a sport/sports event/sports organisation/performer by an outside body/person/organisation (for the mutual benefit of both parties).	1 1 x (AO1)	
11			One mark from: 1. shaking hands at the beginning/end of a competition. 2. stopping if someone is injured in football 3. kicking the ball out to stop the game if someone injured in football. 4. congratulating your opponent during or after a match 5. not celebrating (much) if winning/scoring. 6. a tennis player giving time to their opponent if injured 7. 'walking' when out in cricket	1 1 x (AO2)	Accept any valid description using a practical example. Need a description rather than a single word answer.
12			Two marks from: 1. (frustration) as a result of losing 2. as physical retaliation/as a reaction to a challenge/tackle 3. over arousal during the game 4. (annoyed by) poor decisions by officials 5. to gain an advantage / to hurt your opponent 6. taunting from crowd / opponents 7. <u>controlled</u> aggression may be required for effective play 8. as a result of the influence of drugs	2 2 x (AO1)	Need a description rather than a single word answer.
13			One mark from:	1	Accept any relevant reason / accept single words if

Section A					
Question			Answer	Marks	Guidance
			1. for muscle growth / to increase (muscle) strength 2. to make bones stronger 3. to lower body fat 4. to improve (body) image/shape 5. to increase aggression 6. to train harder/recover quicker	1 x (AO1)	appropriate. Do not accept 'improves performance' on its own.
14			Three marks from: 1. reflects discrimination against women's sport in society 2. historically men's game has been given more money/ the men's game has been played for longer/men's game is more established 3. men's game perceived to be better/more entertaining than women's game/men's cricket attracts more spectators 4. men's cricket attracts more sponsors/media coverage 5. predominant male culture in and around the sport/more male spectators/amateur players 6. more men make decisions about prize money, so they are biased towards rewarding men's game more	3 3 x (AO3)	
15			Two marks from: 1. playing netball can increase confidence 2. exercising regularly can make you feel more energetic / healthy 3. training can improve body shape/image 4. playing hockey can lead to more friendships / sense of belonging / less loneliness 5. after an exercise class you may feel sense of accomplishment 6. playing a sport and winning leads to pride in achievements	2 2 x (AO2)	Accept only if examples are given. Accept sport / exercise / training / activity (or equivalent) as examples of exercise.

Section A					
Question			Answer	Marks	Guidance
16			(a) You are less likely to suffer from Type 2 diabetes	1 1 x (AO1)	
17			One mark from: 1. does not engage (much) in physical activity/ Is too passive in their life 2. too much watching TV/playing video games (and not enough activity) 3. drives/uses public transportation a lot and rarely walks/cycles 4. spends a lot of time sitting at work/school/college/home 5. does not have hobbies or interests with physically active element, such as sports or outdoor pursuits	1 1 x (AO1)	
18			(b) To provide energy for movement	1 1 x (AO1)	
19			Three marks from: 1. helps strengthen your core or muscles around abdomen, e.g. plank exercises, pilates 2. helps to mobilise or exercise the back/spine or helps to separate the bones in the spine/vertebrae, e.g. back extension exercises, Alexander Technique 3. helps with spine flexibility, e.g. side bends, flexion and extension exercises 4. helps to alleviate/stop back pain, e.g. swimming, yoga 5. improves motivation and confidence (which can help with posture) e.g. feeling more comfortable, feeling that body is stronger, feeling a sense of achievement 6. increases awareness of body position/proprioception,	3 3 x (AO2)	Requires descriptions rather than one word answers. Points must be exemplified for each mark.

Section A					
Question			Answer	Marks	Guidance
			e.g. improved coordination in exercise and sport, feeling more responsive/less sluggish		
20			One mark from: 1. tires/fatigues/slows down/stops the performer 2. skill level decreases 3. become thirsty 4. leads to loss of motivation 5. increase in body temperature 6. decrease in sweating 7. (muscle) cramps 8. (in extreme cases) death	1 1 x (AO1)	Do not accept dehydration (is not a relevant consequence). Accept other valid physical consequence.

Section B					
Question			Answer	Marks	Guidance
21	(a)	(i)	One mark from: 1. thinking/being confident about doing well / winning / having a good performance 2. shutting out negative thoughts about failure in competition 3. remembering (good) preparation done/feeling well prepared for competition/performance	1 1 x (AO1)	Do not accept 'thinking positively' (in the question) but accept 'thinking' in the answer as long as this is qualified. Accept responses related only in the <u>preparation</u> for performance. Do not accept during performance examples.
		(ii)	Two marks from: 1. improving motivation/psyches you up/raises arousal e.g. thinking about winning (in netball) 2. improving confidence e.g. picturing playing well (in rugby) 3. can improve performance / you play better e.g. (a badminton player) plays better by thinking positively/focusing on what to do rather than what not to do 4. can calm you down / decrease anxiety/lower arousal e.g. (a gymnast) imagines success or recalls practice done and therefore remains calm.	2 2 x (AO2)	Each effect of positive thinking needs some kind of practical example.
	(b)		Five marks from (examples used such as): 1. (Specific) – to improve the serve in tennis (AO2) 2. (Measureable) – to serve with at least 70% in serve box (AO3) 3. (Achievable) – to win 40% of points on second serves (AO3) 4. (Recorded) – to write down the number of serves that are in. (AO2) 5. (Timed) – to improve over a two week training	5 3 x (AO2) 2 x (AO3)	Each goal must be relevant to the scenario for a mark to be awarded.

Section B				
Question	Answer		Marks	Guidance
		programme (AO2)		
	(c)	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. demonstration of (skill to be included)... 2. video (playback) for... (example) 3. diagram / writing / drawing of ...(example) 4. observing a game / another player doing...(example) 	<p>2</p> <p>2 x (AO1)</p>	<p>Do not accept response without an example e.g. demonstration = 0 marks.</p> <p>Demonstration of a table tennis serve = 1 mark.</p>
22	(a)*	<p><u>Levels of Response</u></p> <p>Level 3 (5-6 marks)</p> <ul style="list-style-type: none"> • detailed knowledge & understanding • effective analysis/evaluation and/or discussion/explanation/development • clear and consistent practical application of knowledge & understanding • relevant information drawn upon from other areas of the specification • accurate use of technical and specialist vocabulary • there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. <p>Level 2 (3-4 marks)</p> <ul style="list-style-type: none"> • satisfactory knowledge & understanding • analysis/evaluation and/or discussion/explanation/development attempted with some success • some success in practical application of knowledge • some relevant information drawn upon from other areas of the specification • technical and specialist vocabulary used with some accuracy • there is a line of reasoning presented with some structure. 	<p>6</p> <p>2 x (AO1)</p> <p>2 x (AO2)</p> <p>2 x (AO3)</p>	<p><u>Discriminators</u></p> <p>Level 3</p> <ul style="list-style-type: none"> • detailed reasons for low participation are developed, with appropriate practical examples given (AO1 & AO2) • several different long term physical effects on body systems linked to low levels of physical activity are discussed (AO3) • at the top of this level, all aspects are well addressed. <p>Level 2</p> <ul style="list-style-type: none"> • some reasons for low participation are given (AO1), with occasional development or application of practical examples (AO2) • some long term physical effects on at least one body system linked to low levels of physical activity <i>may be</i> discussed (AO3). • a detailed explanation of reasons for low participation with development (AO1 and AO2) can still achieve 4 marks but cannot access Level 3 (no AO3)

Section B			
Question	Answer	Marks	Guidance
	<p>The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 1 (1-2 marks)</p> <ul style="list-style-type: none"> • basic knowledge & understanding • little or no attempt at practical application of knowledge & understanding • little or no attempt to analyse/evaluate and/or discuss/explain/develop • little or no relevant information drawn upon from other areas of the specification • technical and specialist vocabulary used with limited success • the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <p>(0 marks)</p> <ul style="list-style-type: none"> • No response or no response worthy of credit. 		<p>Level 1</p> <ul style="list-style-type: none"> • some basic knowledge and understanding relating to reasons for low participation is given (AO1) • successful development of a point or use of an example (AO2) or attempt at assessment of a long term physical effect (AO3) would indicate the top of this level

Section B			
Question	Answer	Marks	Guidance
	<p>Indicative content</p> <p><u>Explanations of reasons</u></p> <p>(AO1 = numbered points & AO2 = bullet points)</p> <ol style="list-style-type: none"> 1. Discrimination/bad experience of sport and physical activity <ul style="list-style-type: none"> • DEV. others / males devalue female sport/activity • e.g. not enjoying PE lessons • DEV. narrow opportunities in schools • e.g. few activities for girls / girl only activities 2. Low self-esteem discourages participation <ul style="list-style-type: none"> • DEV. embarrassment/worried about body image • e.g. lack of confidence to take part 3. Lack of media coverage and role models <ul style="list-style-type: none"> • DEV. few female role models for this age group or in certain sports • DEV. lack of media coverage of female sport / activities on a regular basis • e.g. lack of representation of women's football compared to men's game • e.g. lack of coverage in newspapers and TV 4. Lack of encouragement/support <ul style="list-style-type: none"> • e.g. not encouraged by family • e.g. friends / peer inactivity • DEV. others do not participate and discourage peers from doing so • DEV. devalue activity/make fun of taking part 		

Section B				
Question		Answer	Marks	Guidance
		<p>5. Other interests/activities</p> <ul style="list-style-type: none"> • DEV. Lack of time/spend free time doing other things rather than sport and physical activity <p><u>Assessment of physical effects that such low levels of activity could have (AO3) on different body systems</u></p> <p>6. Impact on cardiovascular health</p> <ul style="list-style-type: none"> • Effects on Heart rate, breathing rate • Can lead to higher blood pressure • Increased risk of Coronary Heart Disease (CHD) • Increased risk of hypertension <p>7. Impact on musculoskeletal health</p> <ul style="list-style-type: none"> • Reduced muscle mass, strength and endurance • Weaker/less mobile joints • Can lead to poor posture/does not benefit posture • Increased risk of osteoporosis • Increased risk of arthritis 		

Section B				
Question		Answer	Marks	Guidance
22	(b)	<p>Two marks for two suggestions from:</p> <p>1. promote through targeted information/education about health/well being benefits through leaflets or lessons</p> <p>2. highlight/promote body image benefits or weight</p>	<p>4</p> <p>2 x (AO2)</p>	<p>Give credit for other appropriate practical suggestions to increase participation for this age group.</p>

Section B					
Question			Answer	Marks	Guidance
			<p>control by using appropriate images or referring to image benefits</p> <p>3. challenge/combat discrimination from others by arguing against sedentary activities</p> <p>4. refer to role models (suitable for this age group) using peers or successful female athletes or get role models to talk to groups of females</p> <p>5. provide female only classes or use (young) female instructors for exercise classes</p> <p>6. run yoga/Pilates/aerobic/dance (traditionally female activities) or run activities that are not traditionally linked to female participation such as rugby, football or boxing activities</p> <p>7. run exercise classes at times of day that are convenient to this group</p> <p>Two marks for assessment from:</p> <p>1. ask/use questionnaire or refer to focus groups of 11-14 females</p> <p>2. count or make a record of attendance at (extra-curricular/club) activities</p> <p>3. ask parents whether participation is regular</p> <p>4. carry out fitness/health test to assess whether regular activity has taken place.</p>	2 x (AO3)	

Section B					
Question			Answer	Marks	Guidance
23	(a)	(i)	Three from: 1. proteins 2. fats 3. minerals 4. vitamins 5. fibre 6. water	1 1 x (AO1)	Do not accept carbohydrates (in the question). Need 3 correct components for 1 mark
		(ii)	C is the most likely to work Because it has a time frame/is specific/has a clear target/is SMART	2 1 x (AO1) 1 x (AO3)	
	(b)		Three marks from: 1. make friends with other members/friendships increased (via exercise) 2. feeling of belonging (to a group) 3. less loneliness experienced 4. have a common experience (with others) or you can share your experiences (with others) 5. can lead to other interests/friendships beyond the gym	3 3 x (AO1)	
	(c)		Four marks from: 1. success or competition experience can be enjoyable/completion or success in an activity can give sense of satisfaction 2. increase self-confidence or suppress self-doubt 3. when you exercise you can improve your self-image or others reinforce a more positive image 4. self-esteem increased by doing well or adhering to an	4 4 x (AO3)	

Section B						
Question			Answer	Marks	Guidance	
			exercise/physical activity routine 5. dynamic exercise/physical activity can relieve tension/stress 6. aggression can be channeled through physical activity/exercise 7. can encourage mindfulness/meditation/self-awareness			

Assessment Objectives (AO) grid

Question	AO1		AO2	AO3		(Use of data)	Total
Section A		(Knowledge only)		Analysis	Evaluation		
1		1					1
2			1				1
3			1				1
4				1			1
5			3				3
6		1					1
7		1					1
8	3						3
9	1						1
10		1					1
11			1				1
12		2					2
13		1					1
14					3		3
15			2				2
16	1						1
17		1					1
18		1					1
19			3				3
20	1						1
Section B							
21 (a) (i)		1					1
(ii)			2				2
(b)			3	2		(3)	5
(c)		2					2
22 (a)*	2		2		2		6
(b)			2		2		4
23 (a) (i)		1					1

Question	AO1		AO2	AO3		(Use of data)	Total
23 (a) (ii)	1				1		2
(b)	3						3
(c)				4			4
Total	12	13	20	7	8	(3)	60
	25			15			

* = Assessment of extended response